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ABSTRACT

Intended for use with unit three of the Spanish as a Second Language curriculum for grade one, these supplementary instructional aids include visual aids and ditto masters for seatwork by students as well as for class activities. A teacher's guide corresponding to this unit, which consists of kits 9-12, gives the timetable for when these materials are to be used. Using the school as a basic theme, the illustrations and worksheets are to help the teacher carry out learning activities which will provide the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. These supplementary instructional aids span the subjects of language arts, math, and science; many are for use with four small student books which accompany the teacher's guide. Illustrations pertain to such areas as safety, functions of school personnel, belonging to a group, cooperation, expression of feelings, the school cafeteria, time, geometric shapes, words, sentences, numbers, and a birthday party. All language appearing on materials to be used in the classroom are in Spanish, with introductions to the supplement and ditto packet in both Spanish and English. (RS)

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SCDC Spanish Curricula Units

SPANISH SL

UNIT 3 GRADE ONE

SUPPLEMENT & DITTO PACKET

RC 010814

UNIT 3 KITS 9-12

SPANISH SL STRAND

SUPPLEMENT & DITTO PACKET

DACBE

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PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instruccion de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Suplemento revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, del Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Suplemento revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Supplement incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban backgrounds, as well as children representing a wide range of other Spanish background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Supplement will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

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INTRODUCCIÓN

Este Suplemento revisado contiene materiales visuales diseñados para ayudar al maestro a desarrollar con éxito las actividades incluídas en las guías de los distintos hilos de instrucción.

Las ilustraciones se incluyen para ayudar a estimular el lenguaje oral y el desarrollo de conceptos. Algunas de ellas están diseñadas para ser recortadas y usadas en pequeños grupos o individualmente, y otras para ser usadas en su tamaño completo.

El material está presentado en su forma más sencilla y no ha sido diseñado para constituir en sí un programa de arte.

El maestro puede colorear las láminas y montarlas en cartulina para facilitar su uso, si así lo desea. También puede añadir otros materiales en la presentación de las actividades y animar a los alumnos a que contribuyan con ilustraciones de su propia creación.

Colaboraron en la confección de las ilustraciones las señoras Olga Alonso y Soni Fratkin, y el señor Paulino Fernández.

INTRODUCTION

This revised Supplement contains visual aids designed to help the teacher successfully carry out the activities included in the guide of the corresponding instructional strand.

The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulations with small groups and individuals, while others are full size to be left intact.

The material here presented is generally in its simple form; it has not been designed as an art program.

The teacher may, if he so desires, color the pictures and mount them on cardboard to facilitate their use. The teacher may also add other materials in the presentation of his activities and encourage pupils to contribute their own original illustrations.

Collaborating in the preparation of the illustrations were Olga Alonso, Soni Fratkin and Paulino Fernández.

Gladys G. Rodríguez
Chairman, Kit Manufacture

Rose L. Nash
Artist/Illustrator

K I T 9

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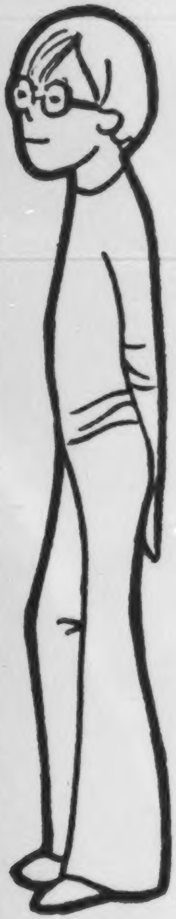

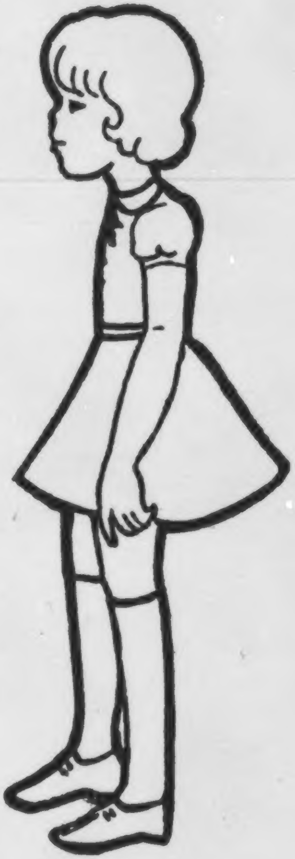

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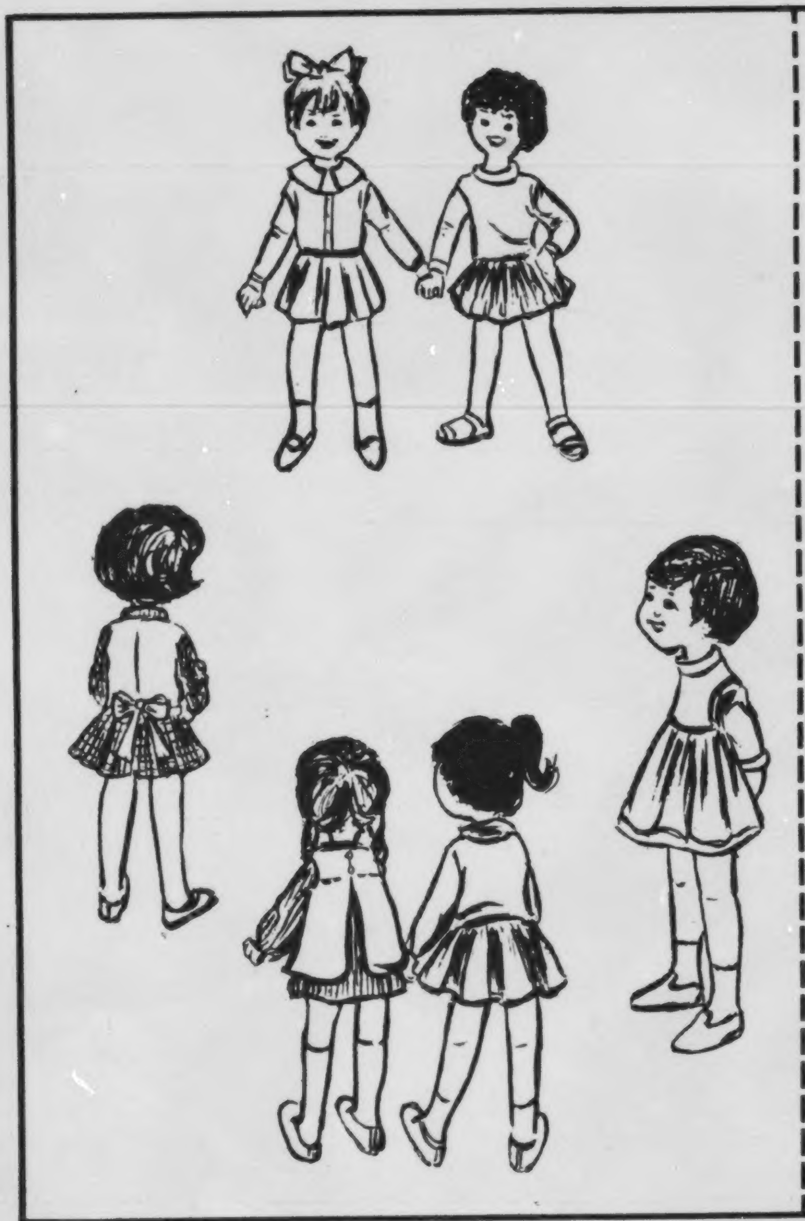

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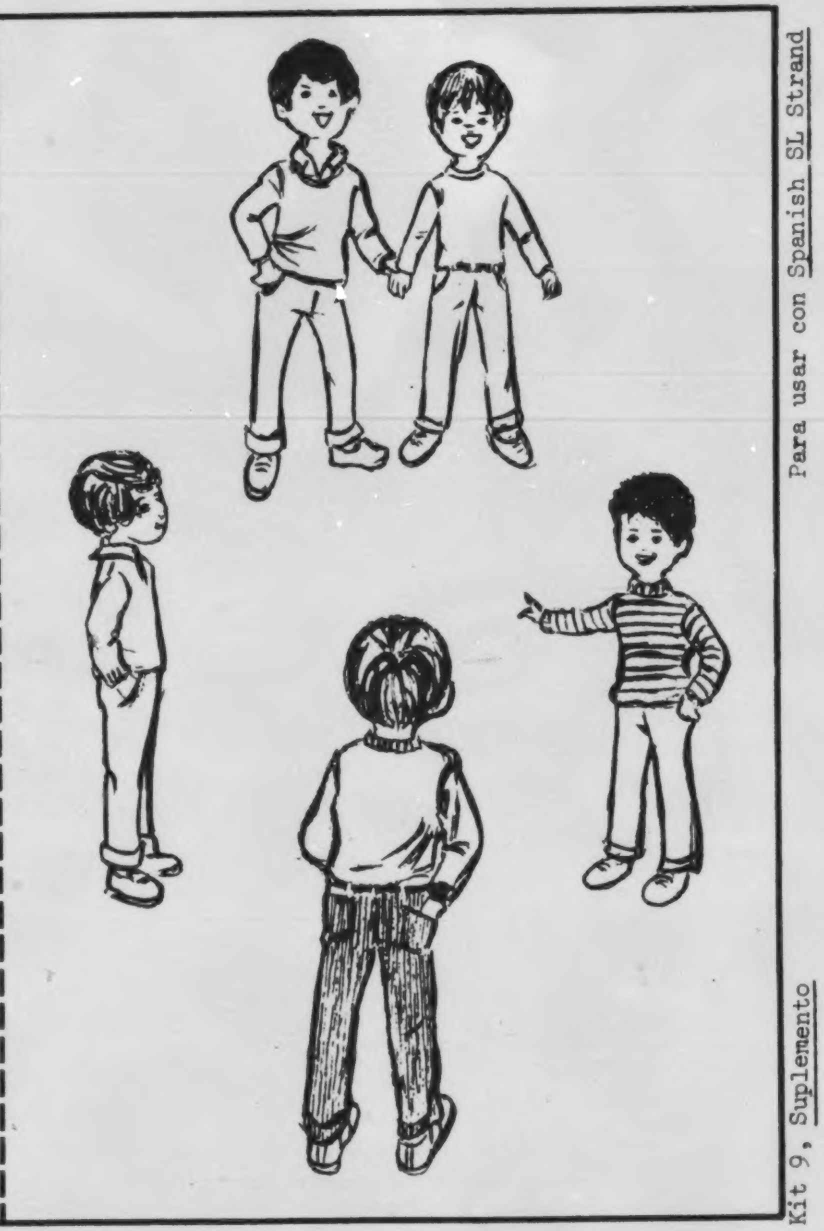

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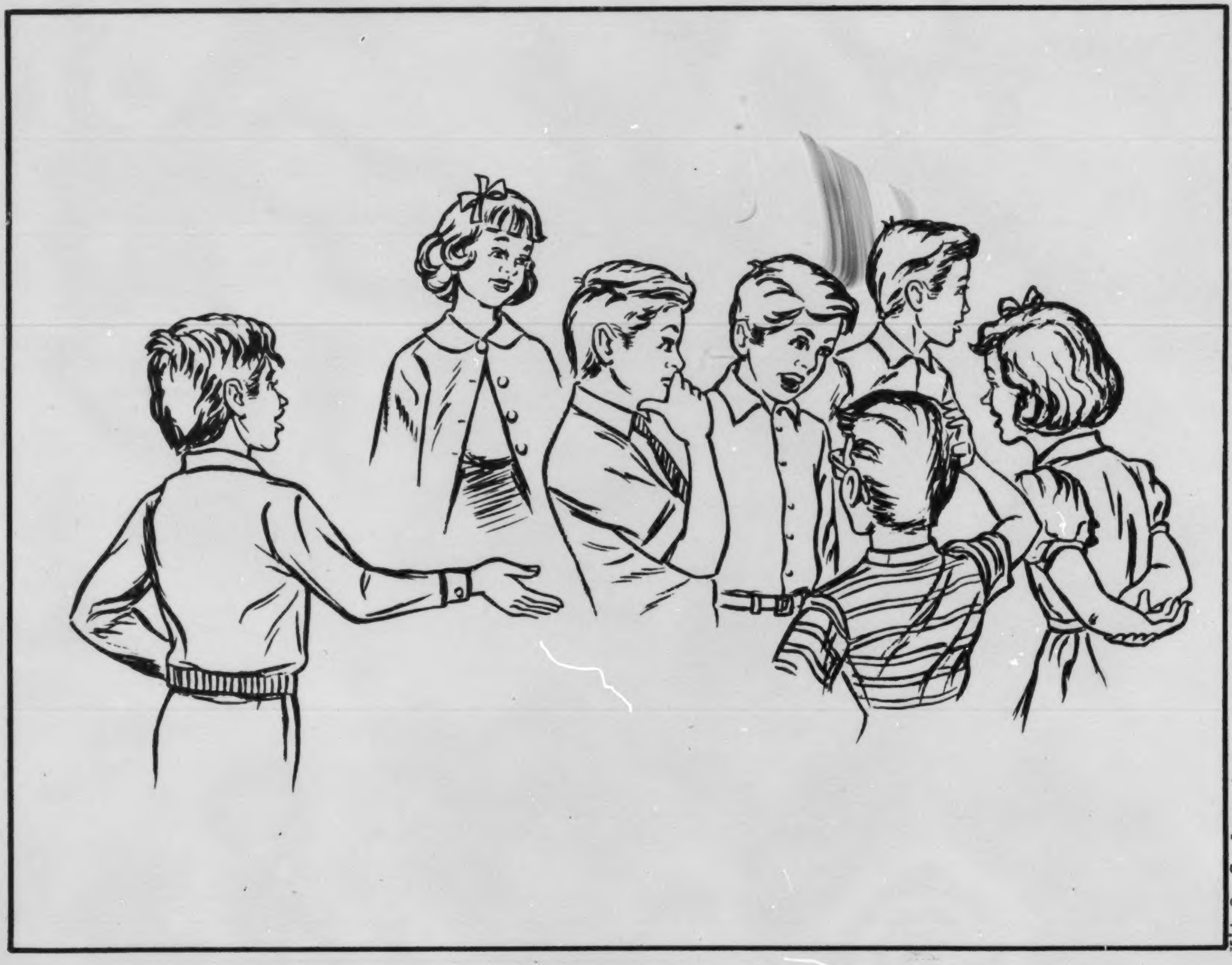

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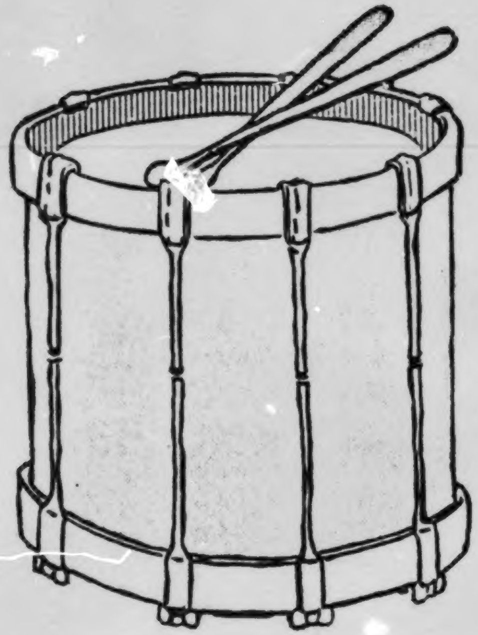

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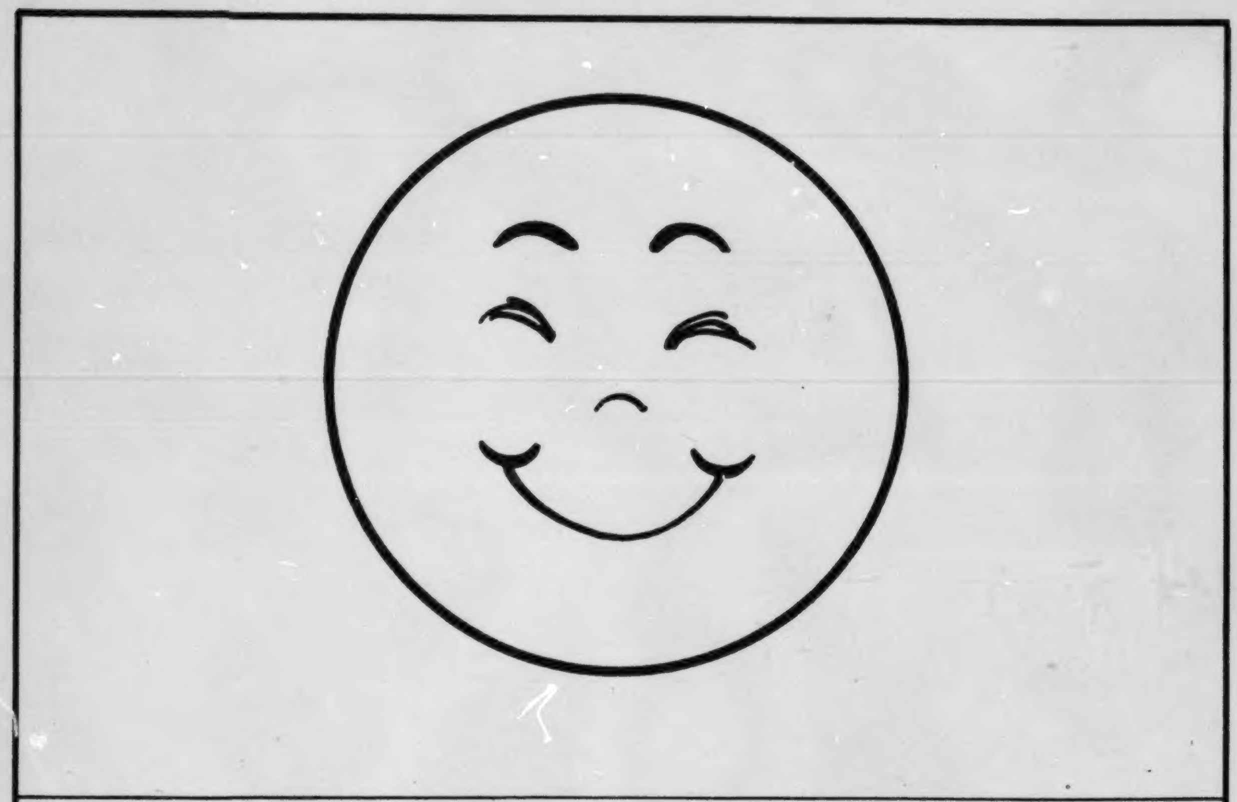

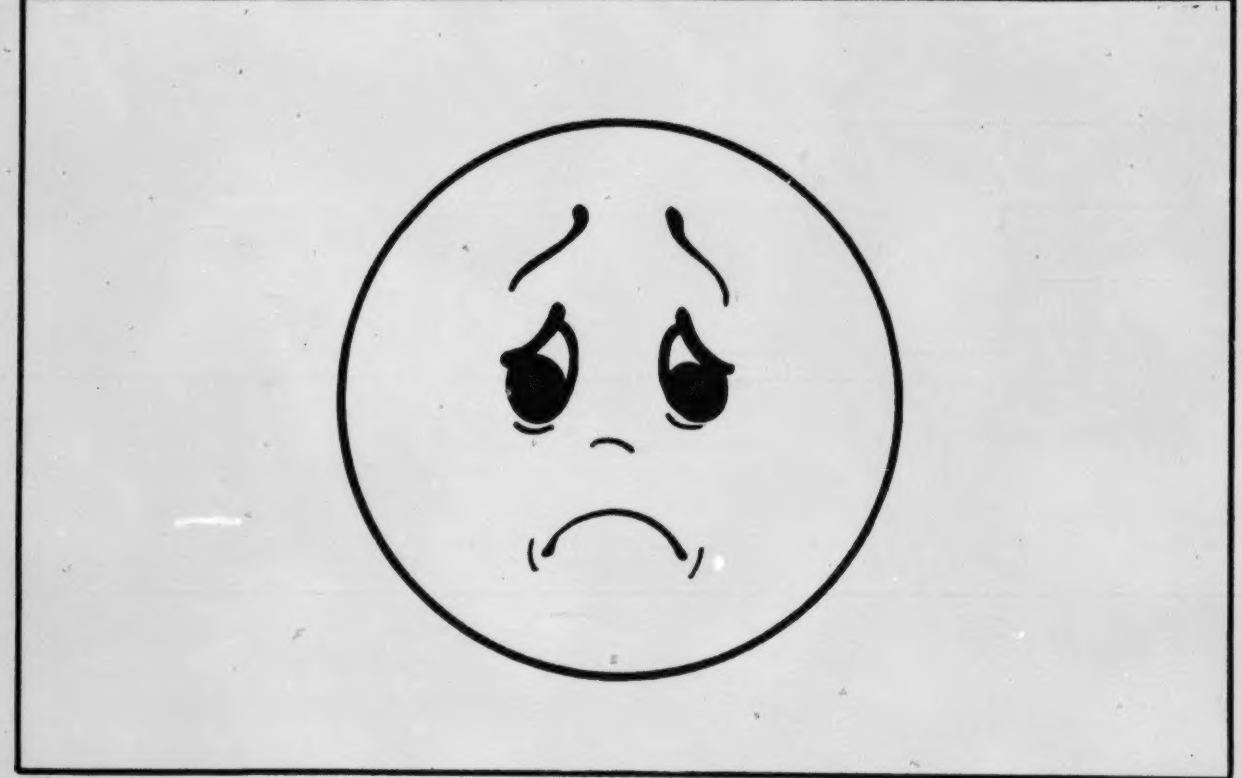

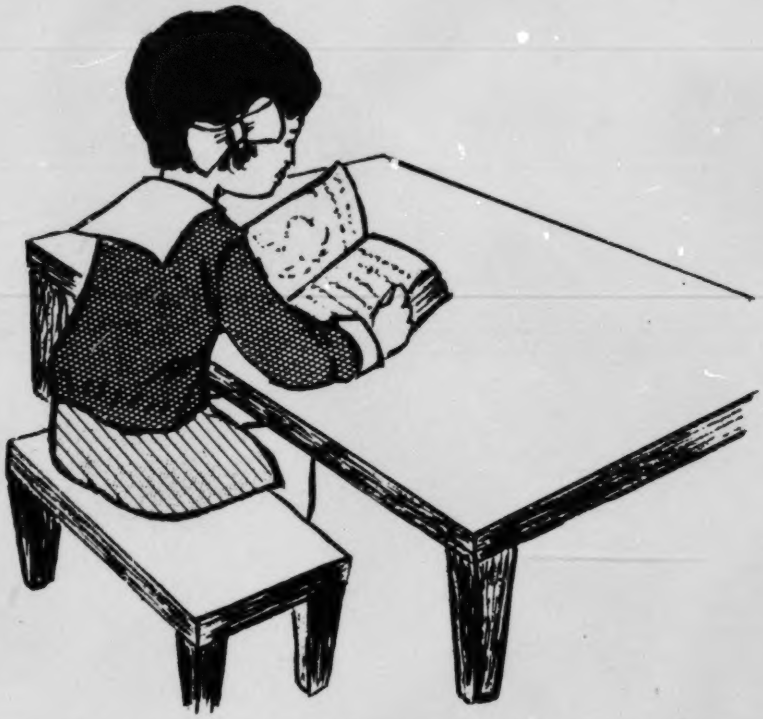

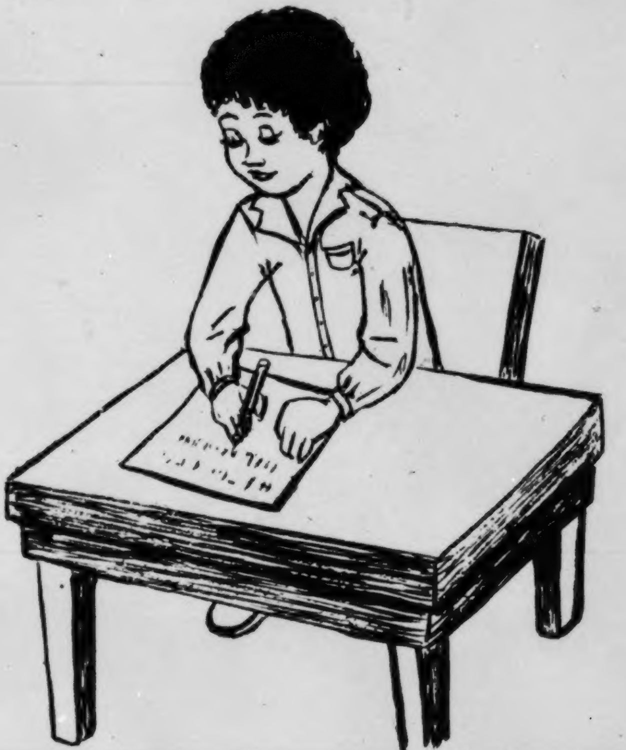

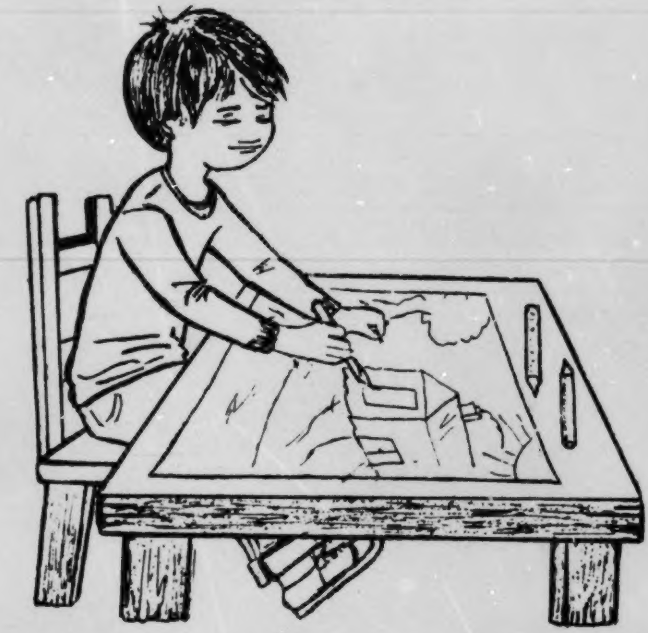

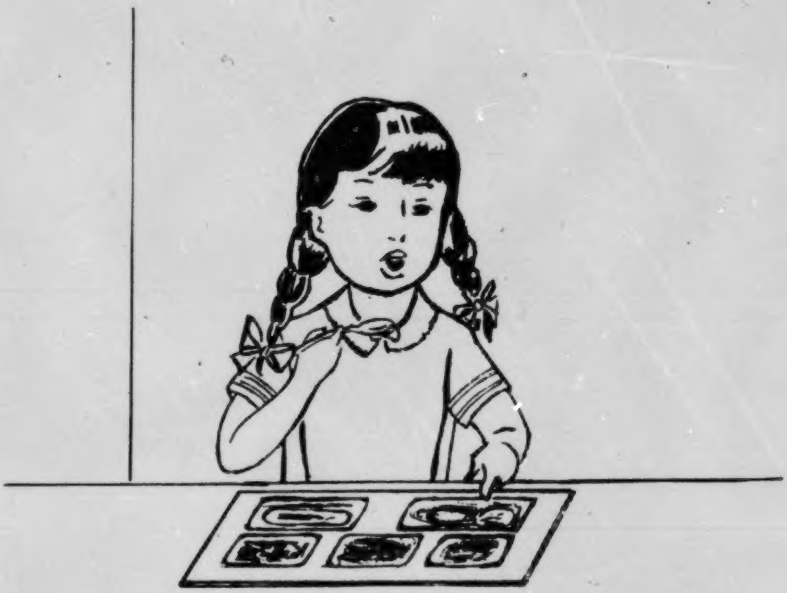

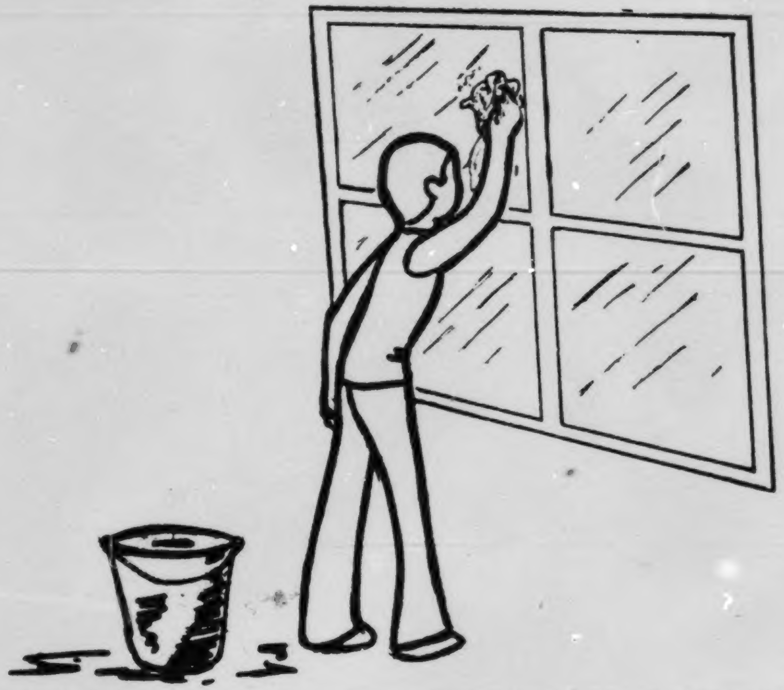

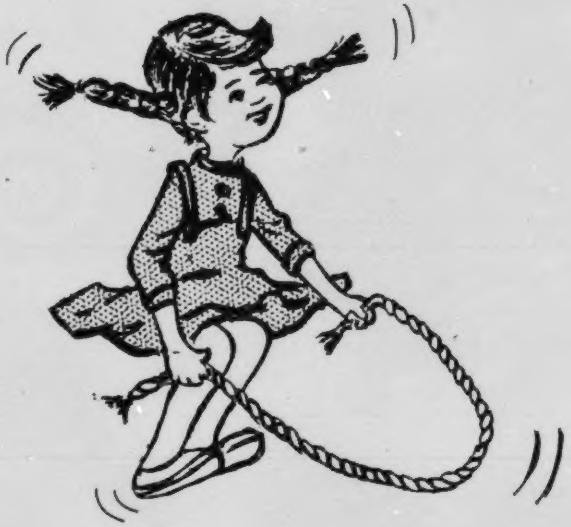

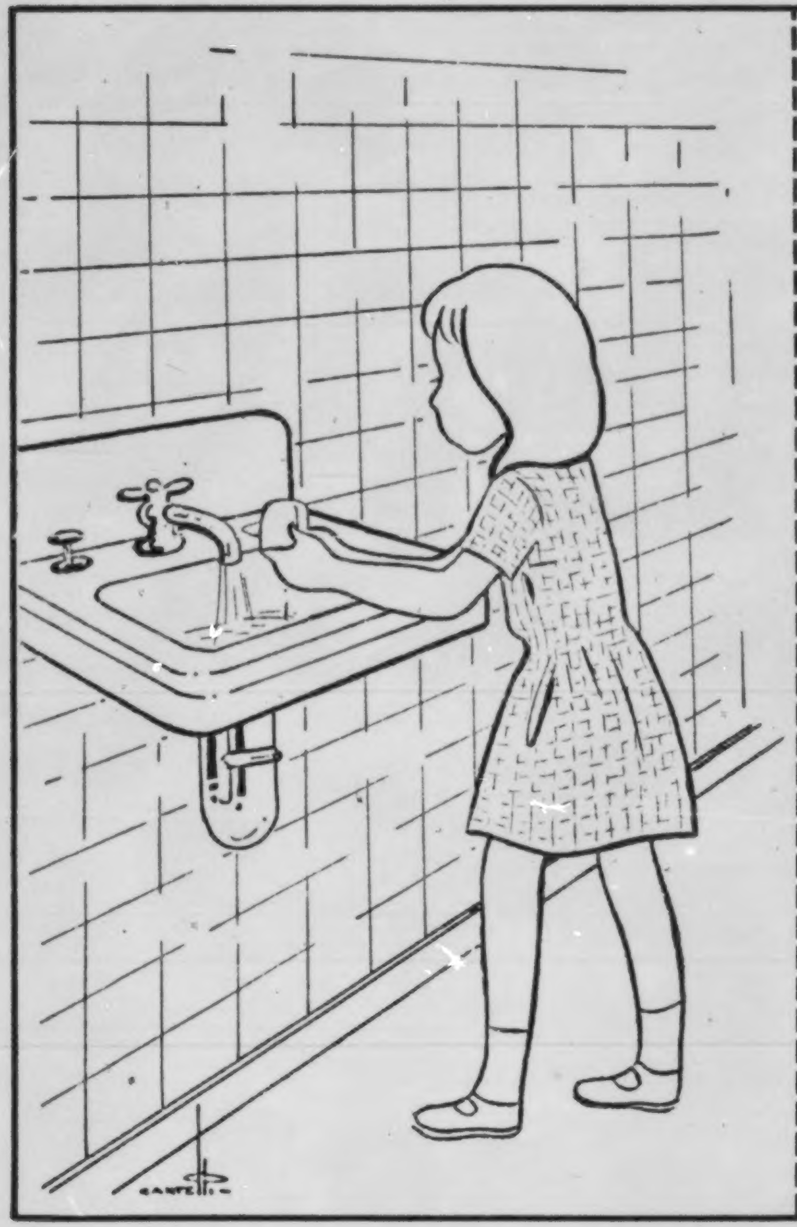

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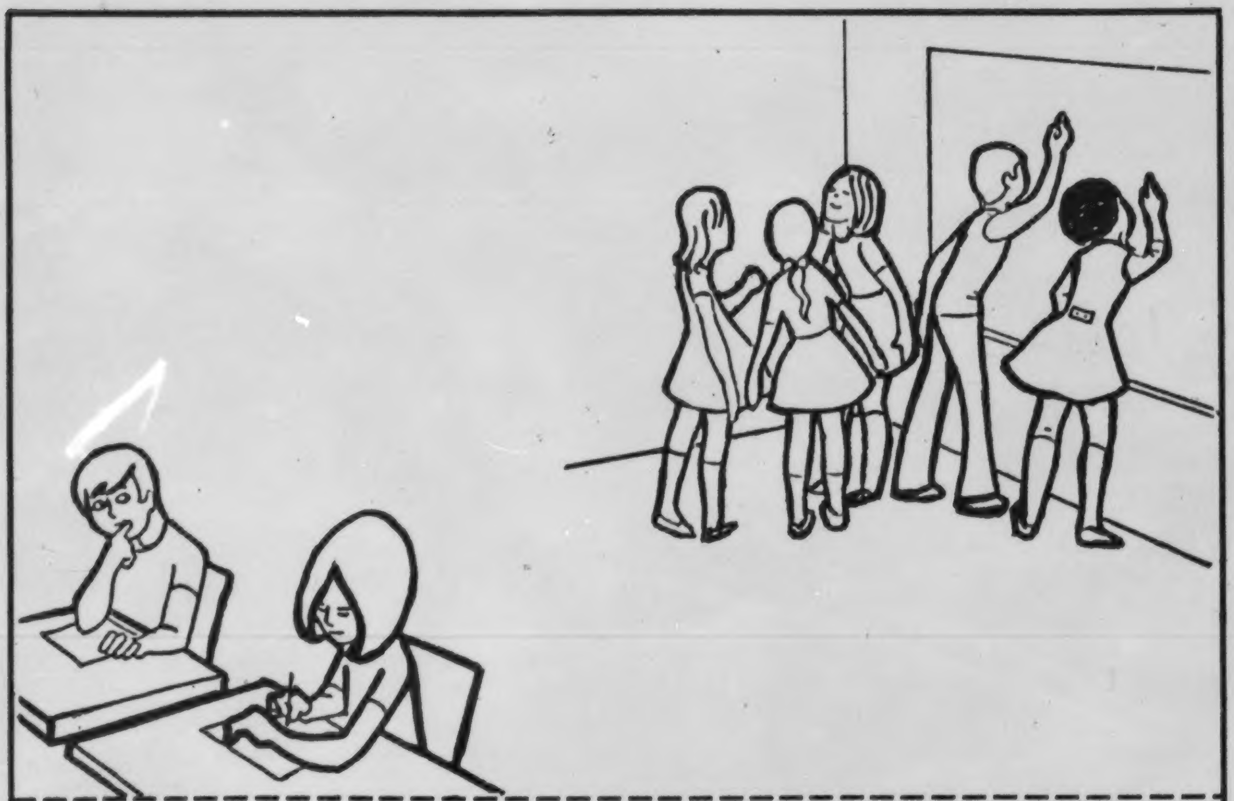

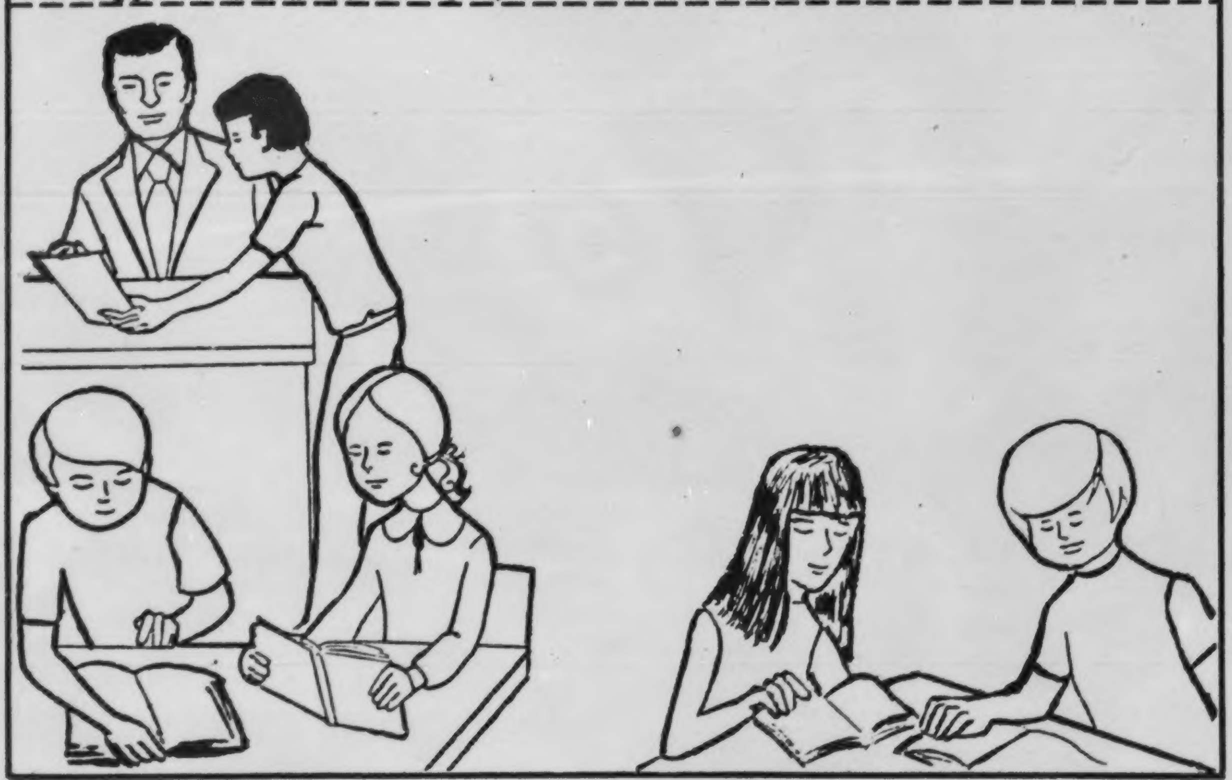

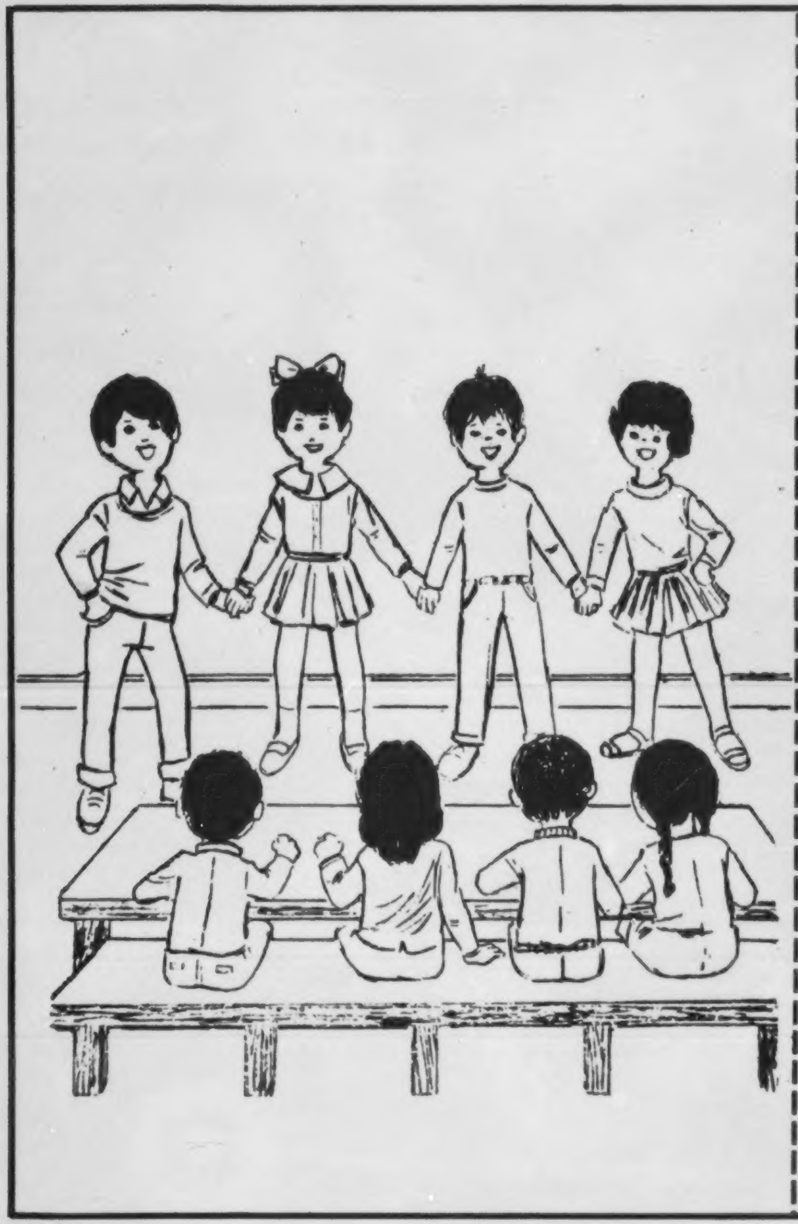

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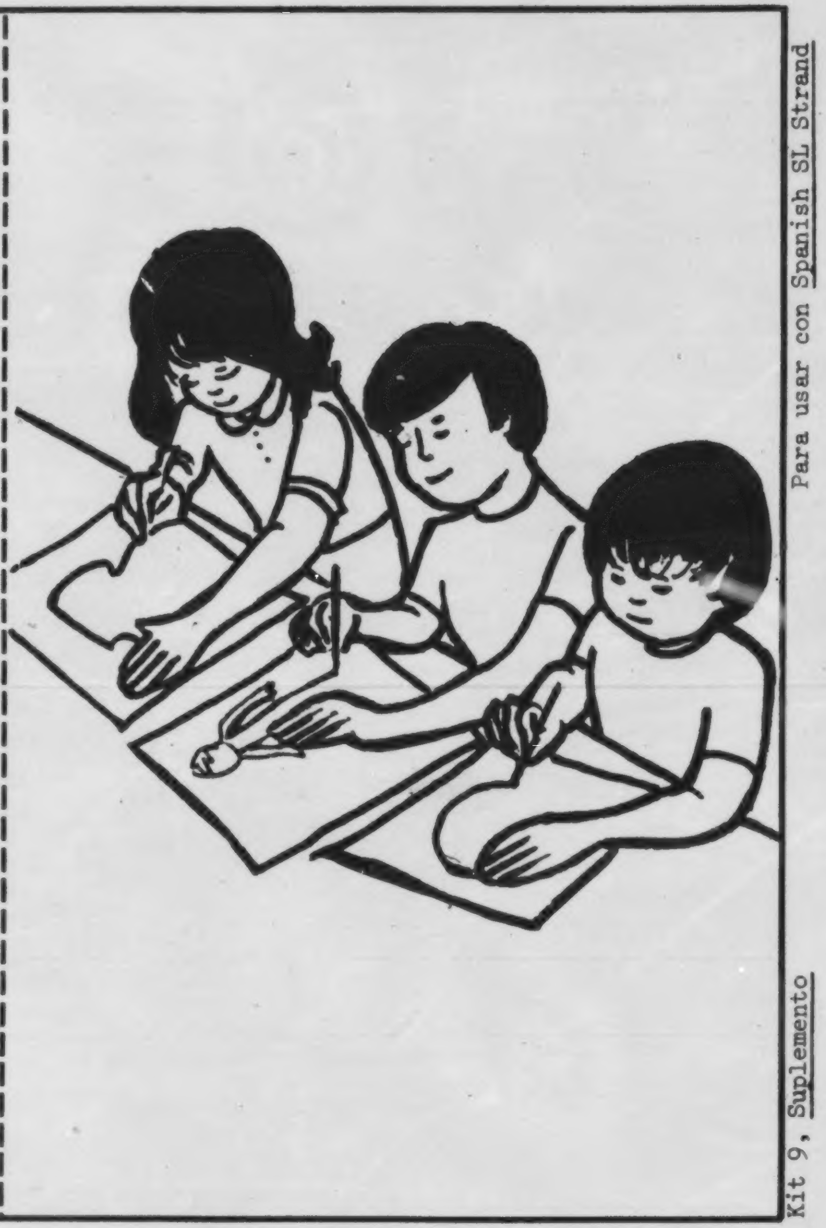

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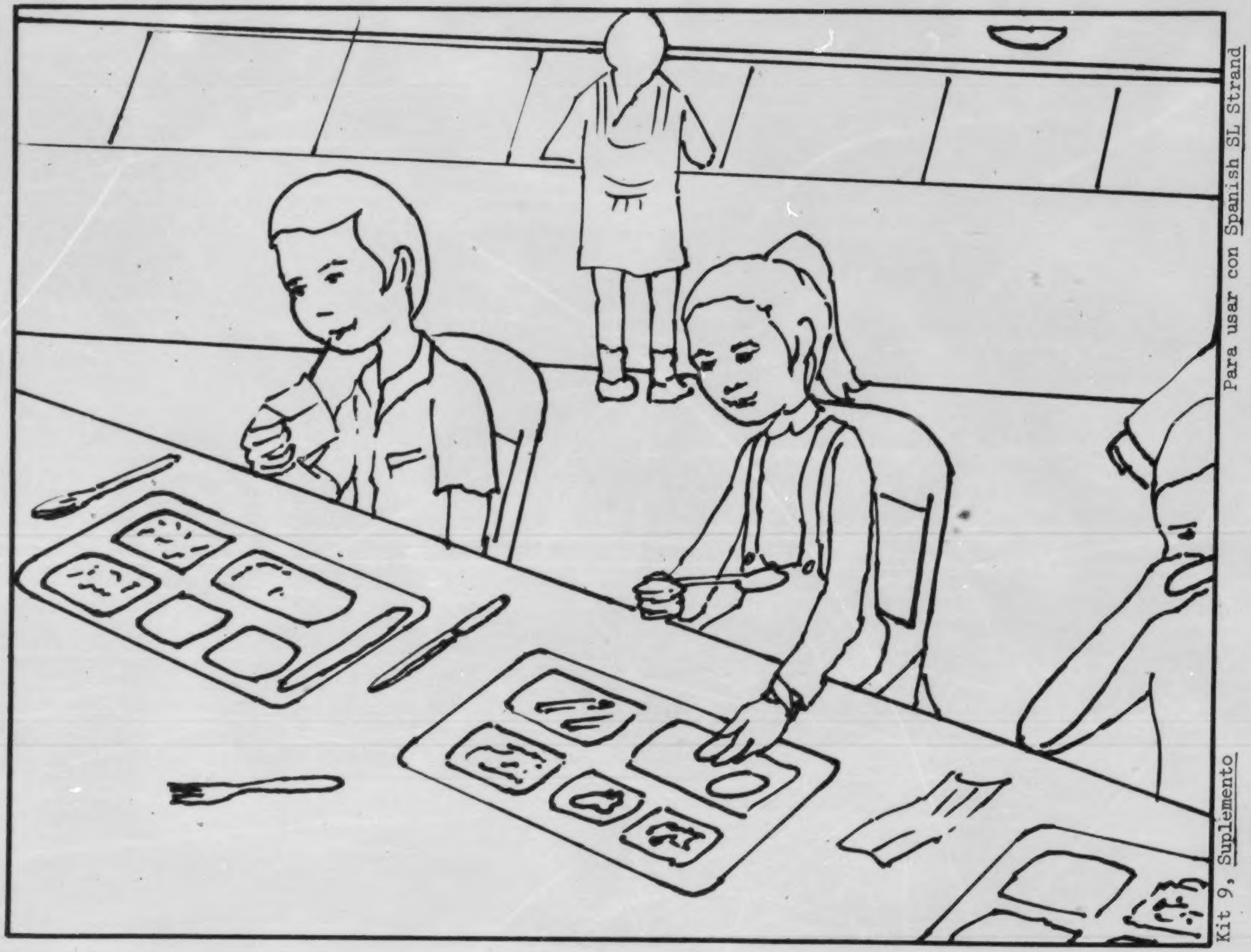

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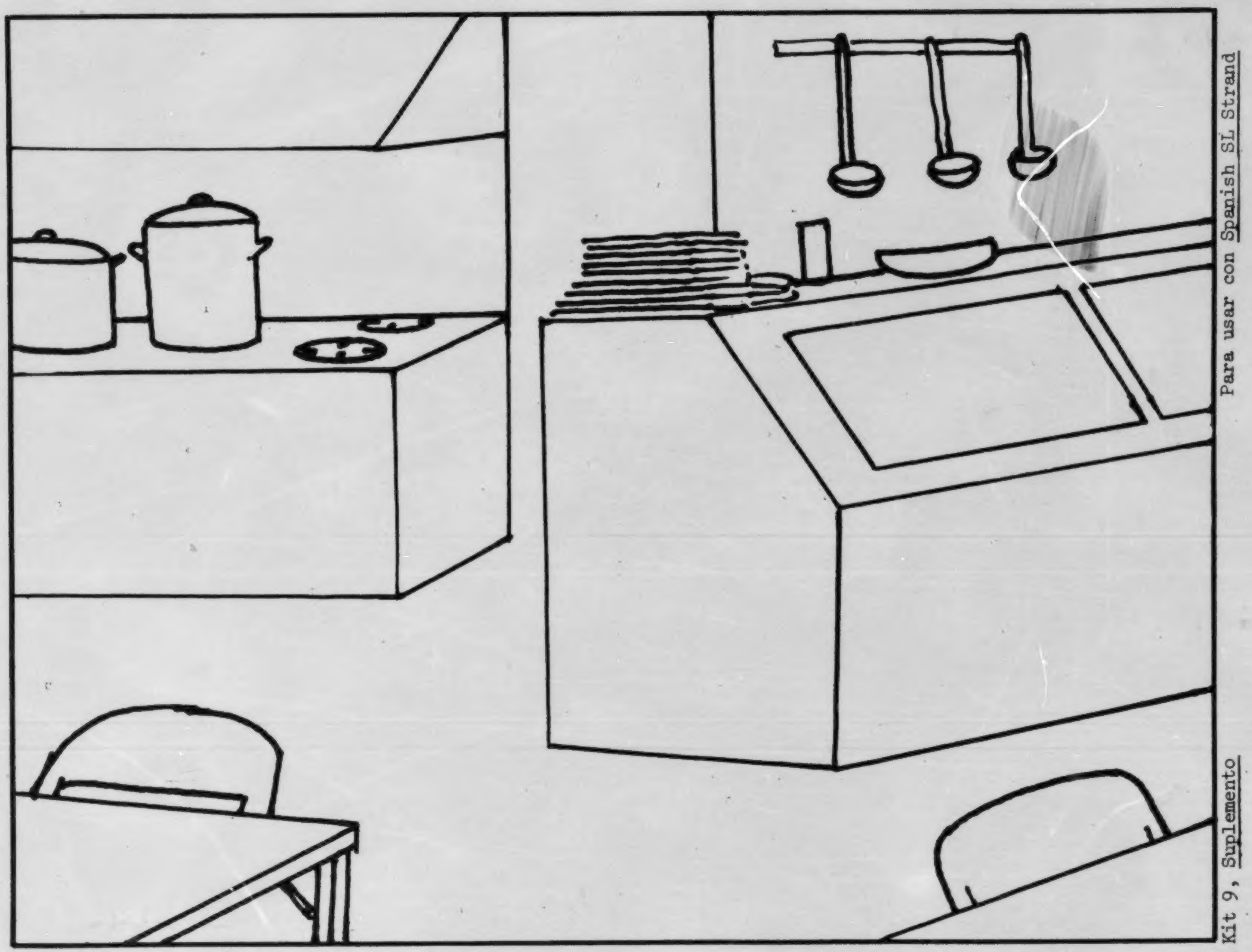

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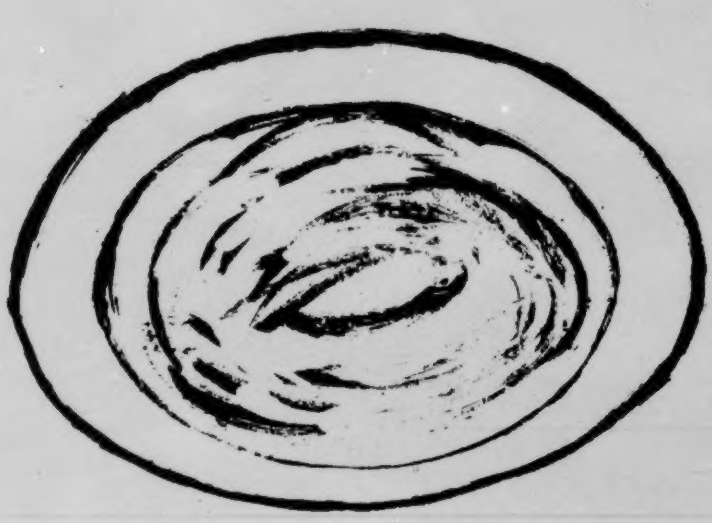

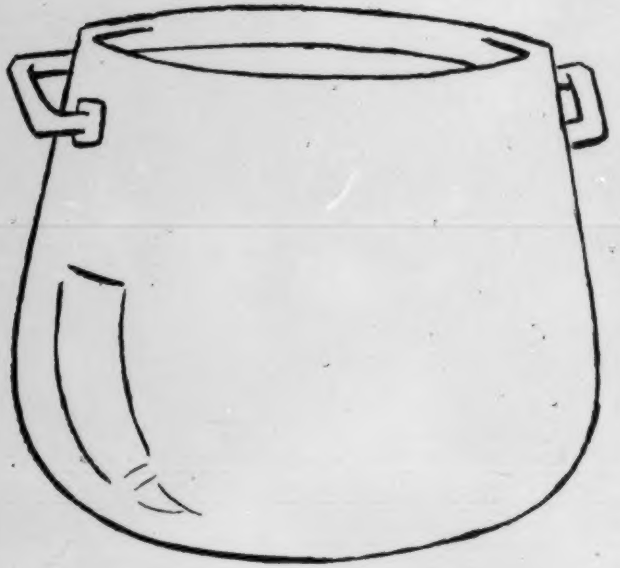

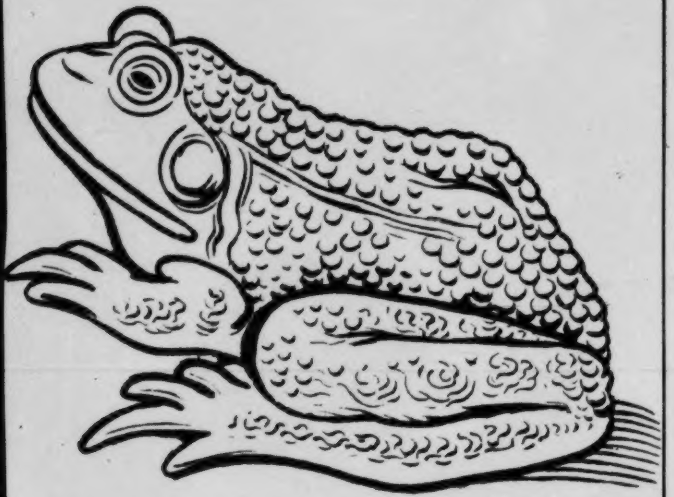

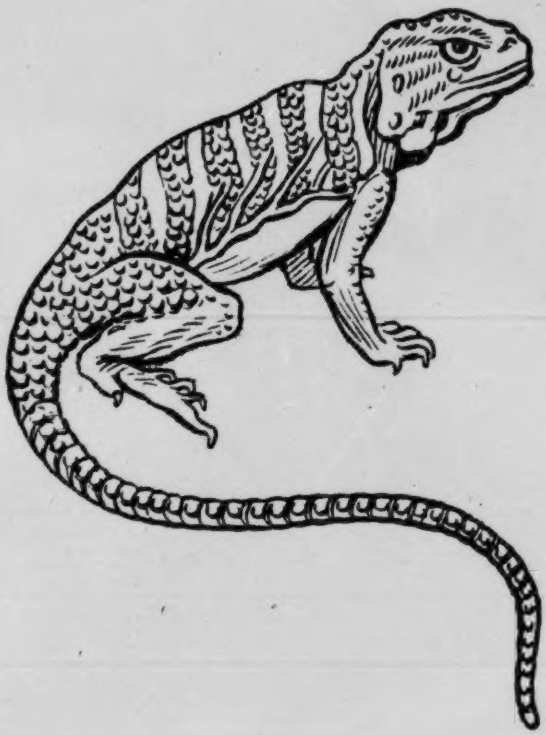

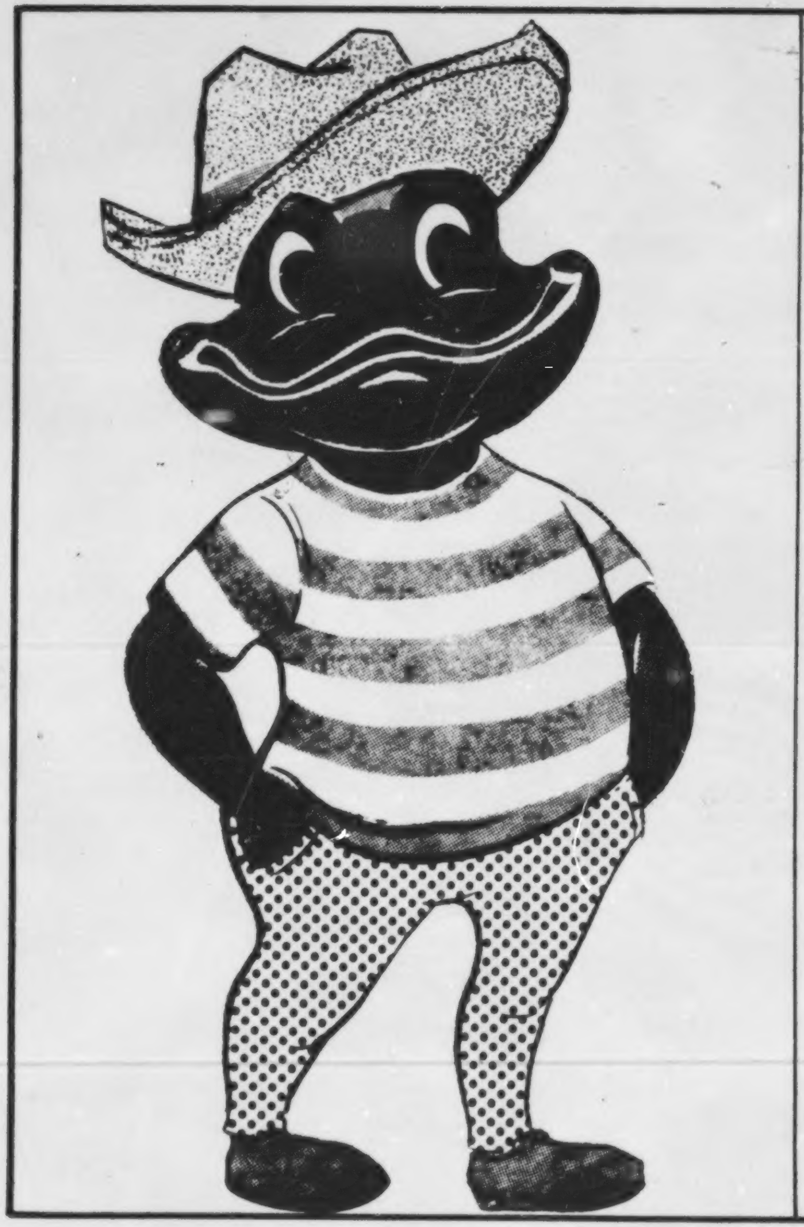

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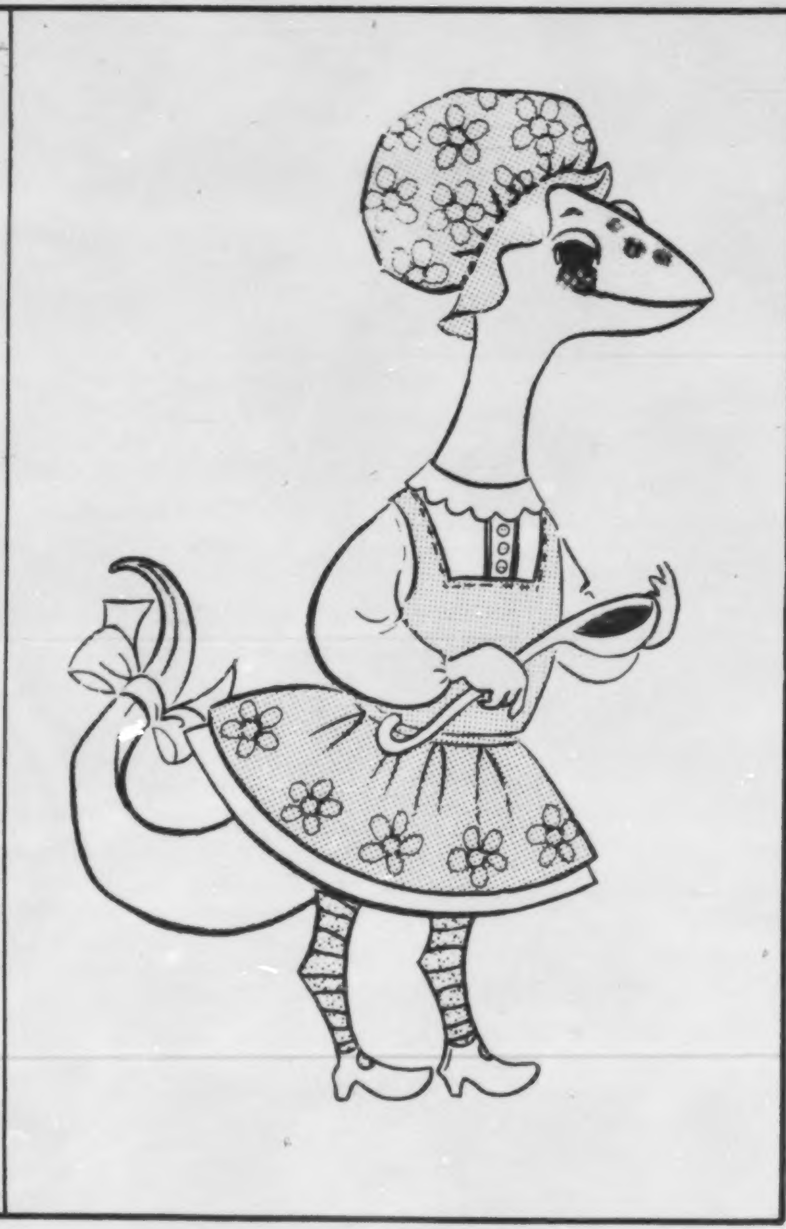

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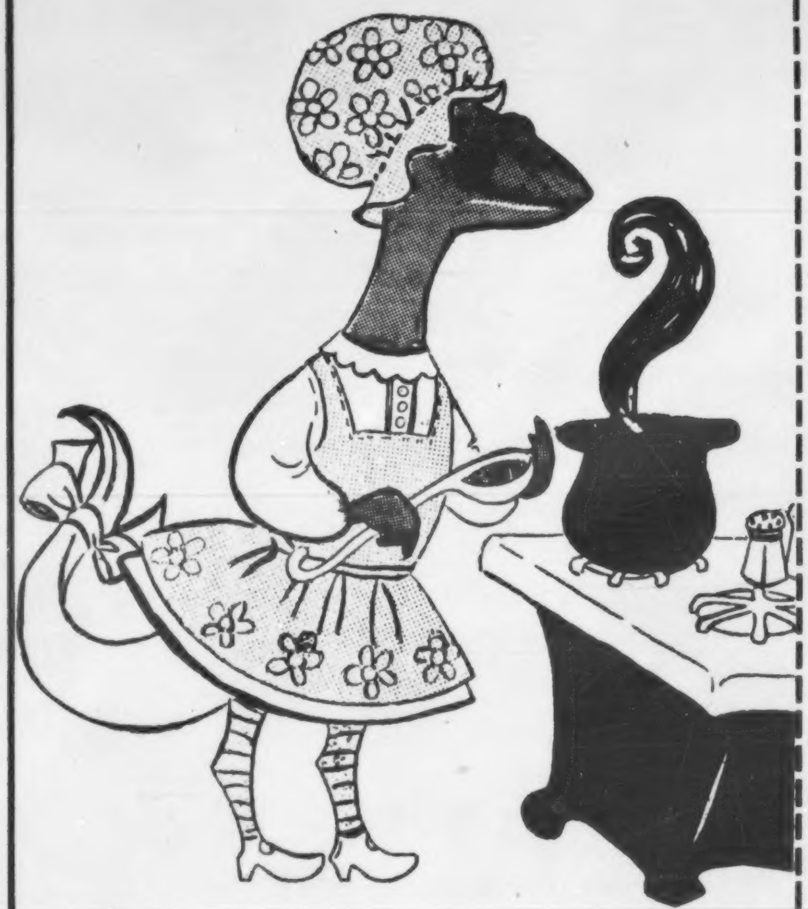

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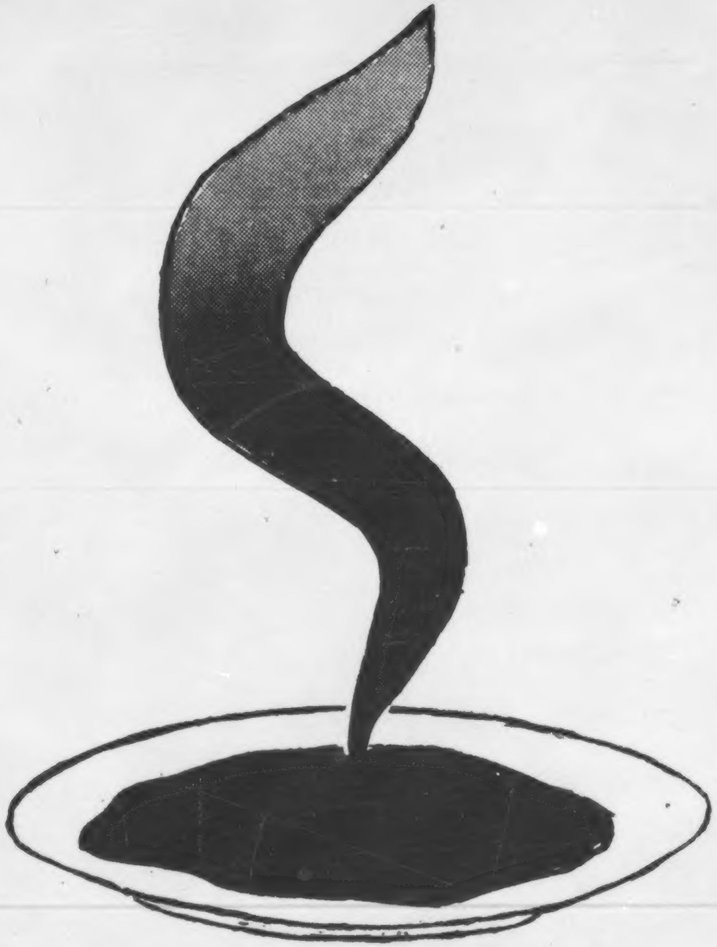

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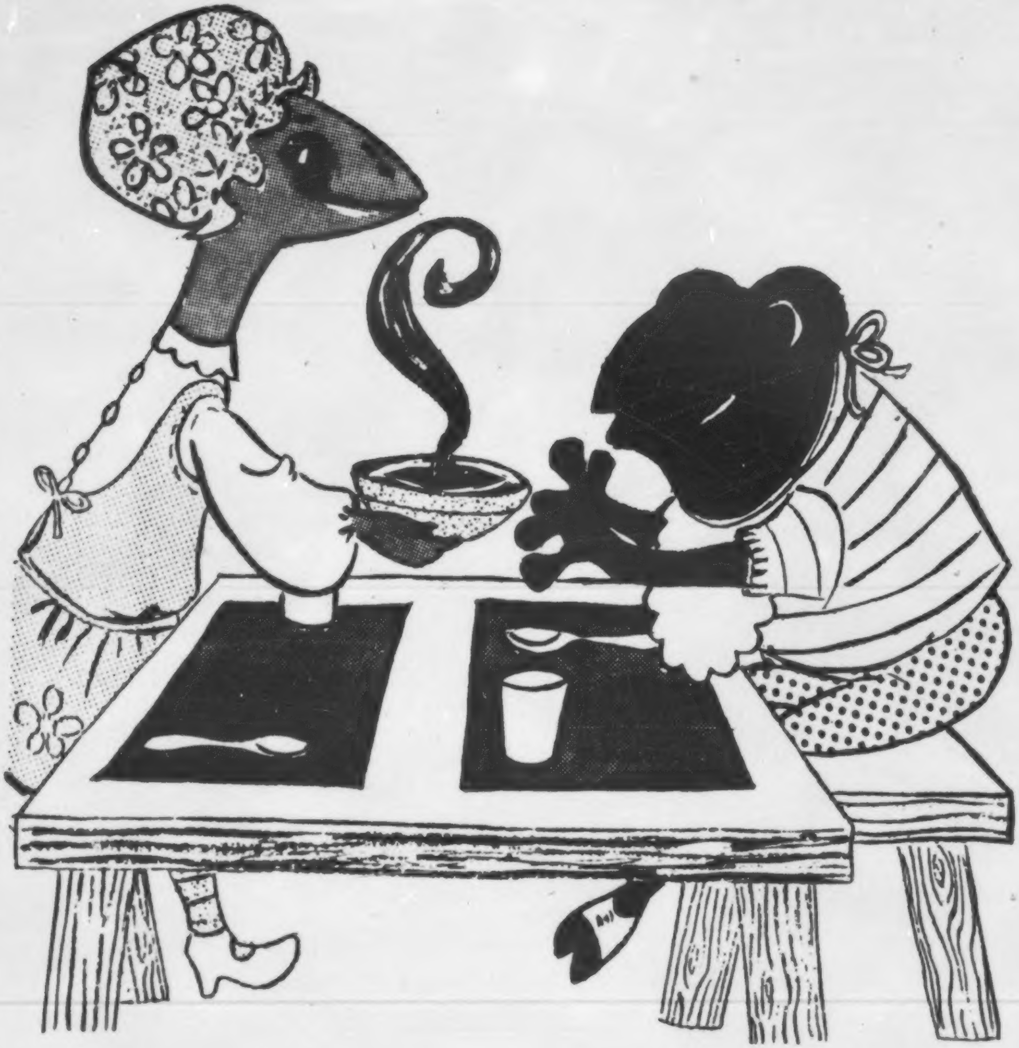

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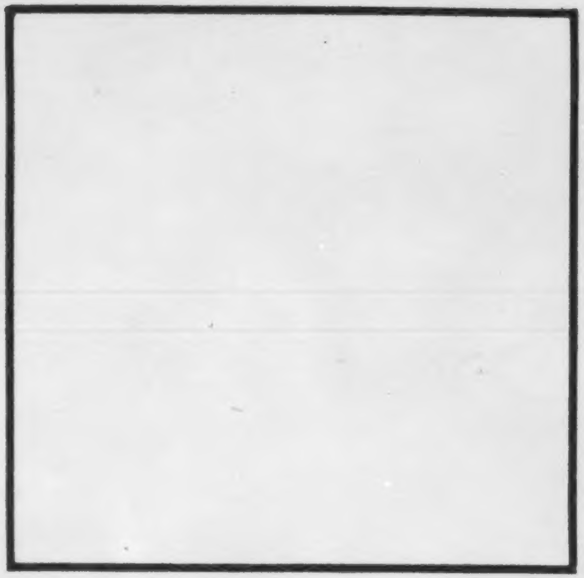

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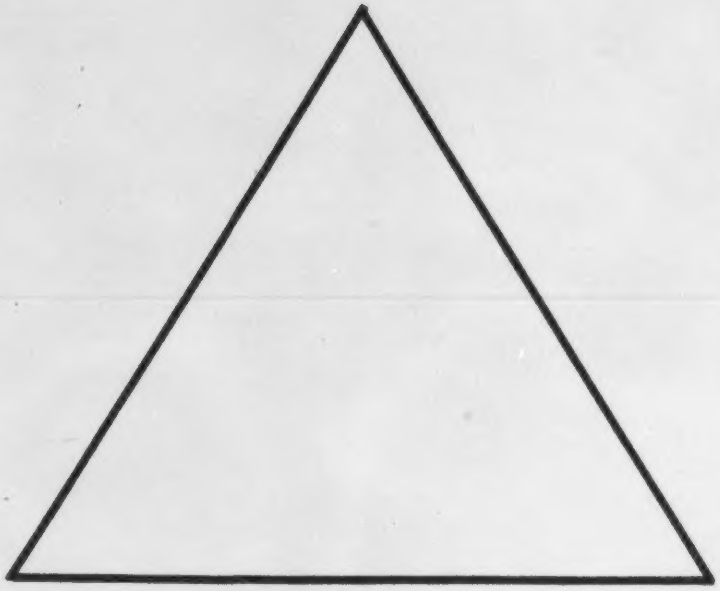

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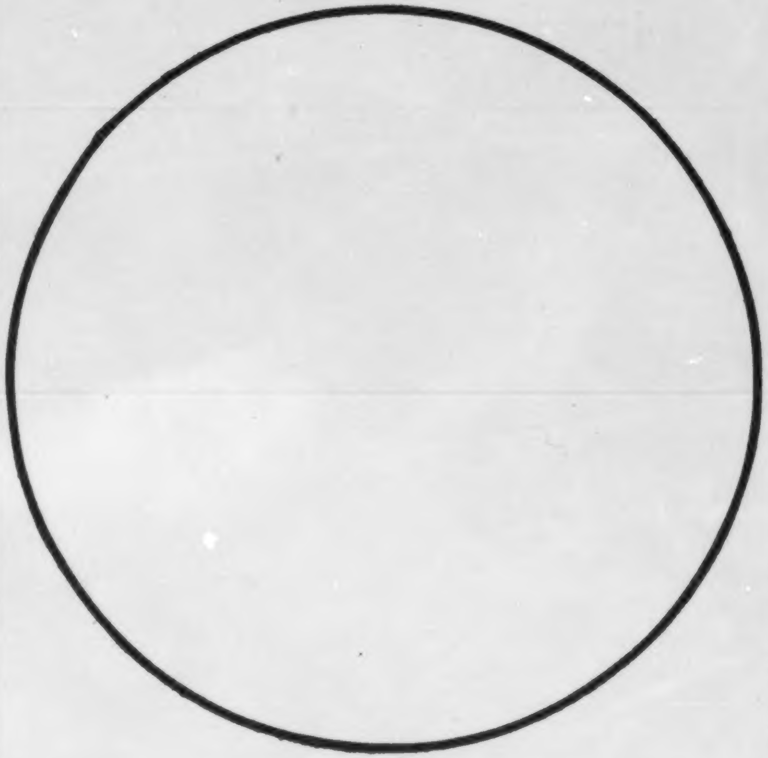

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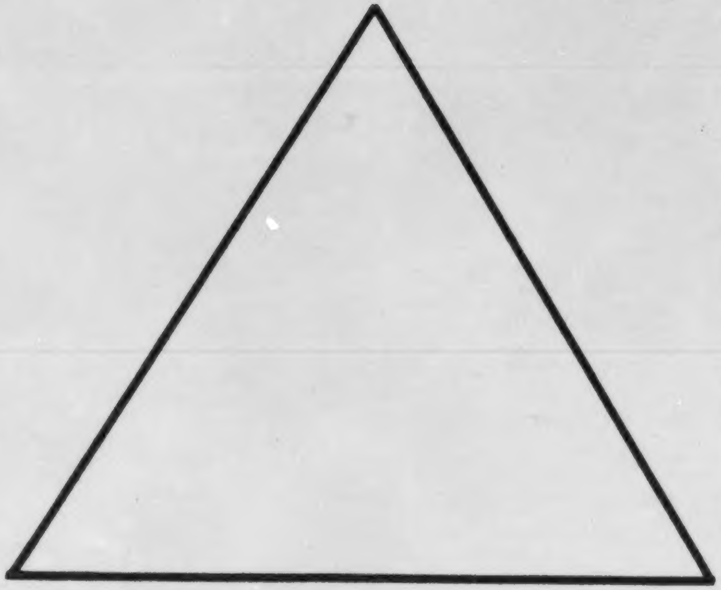

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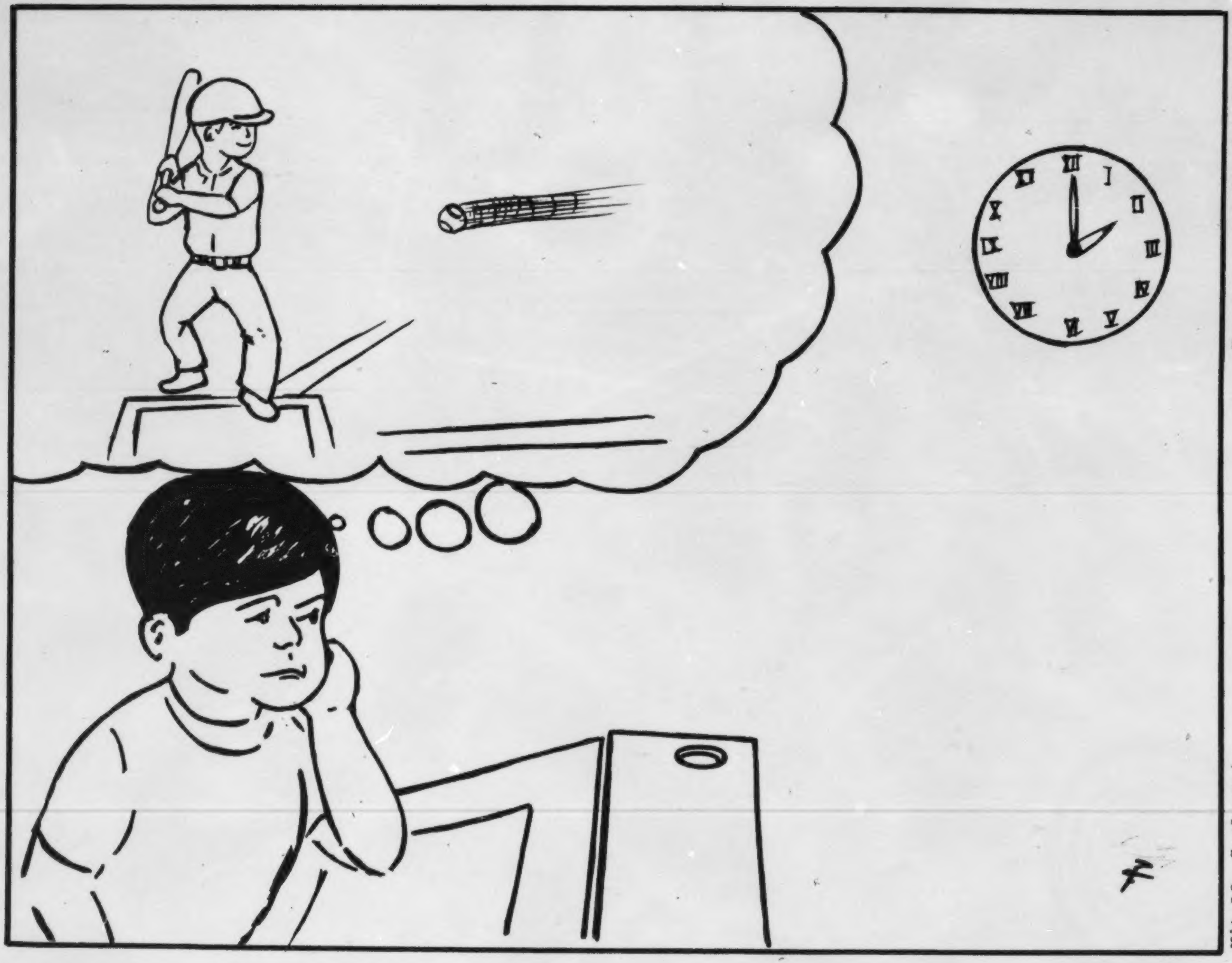

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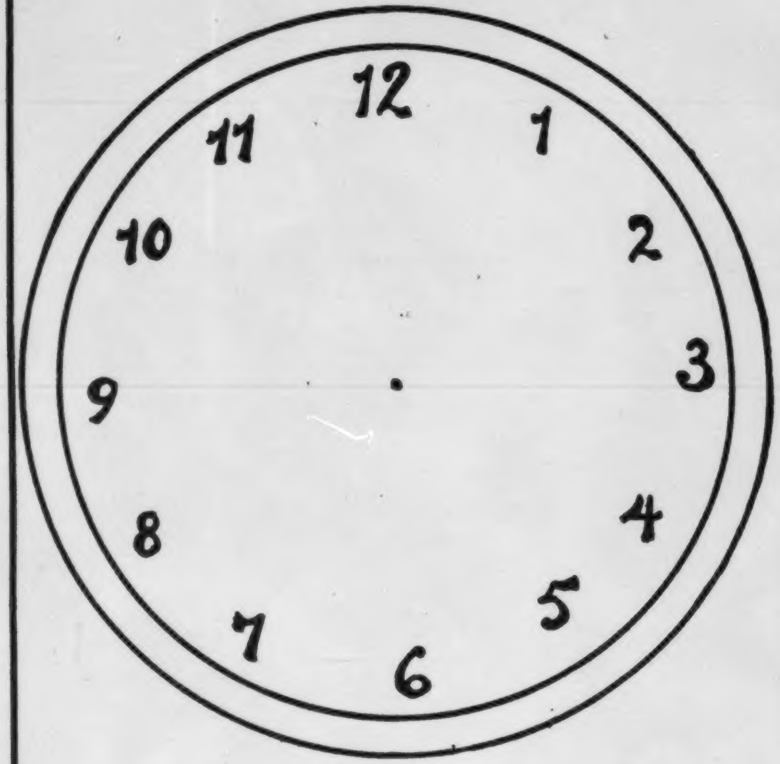
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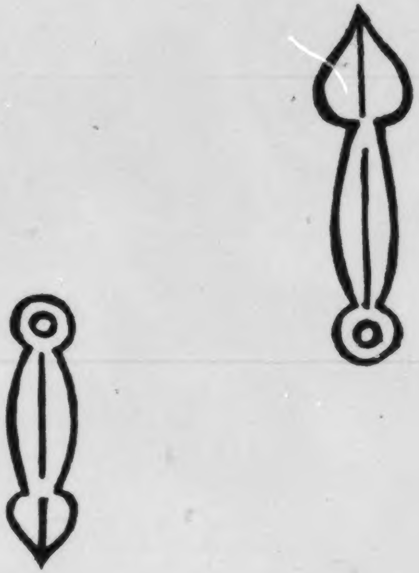

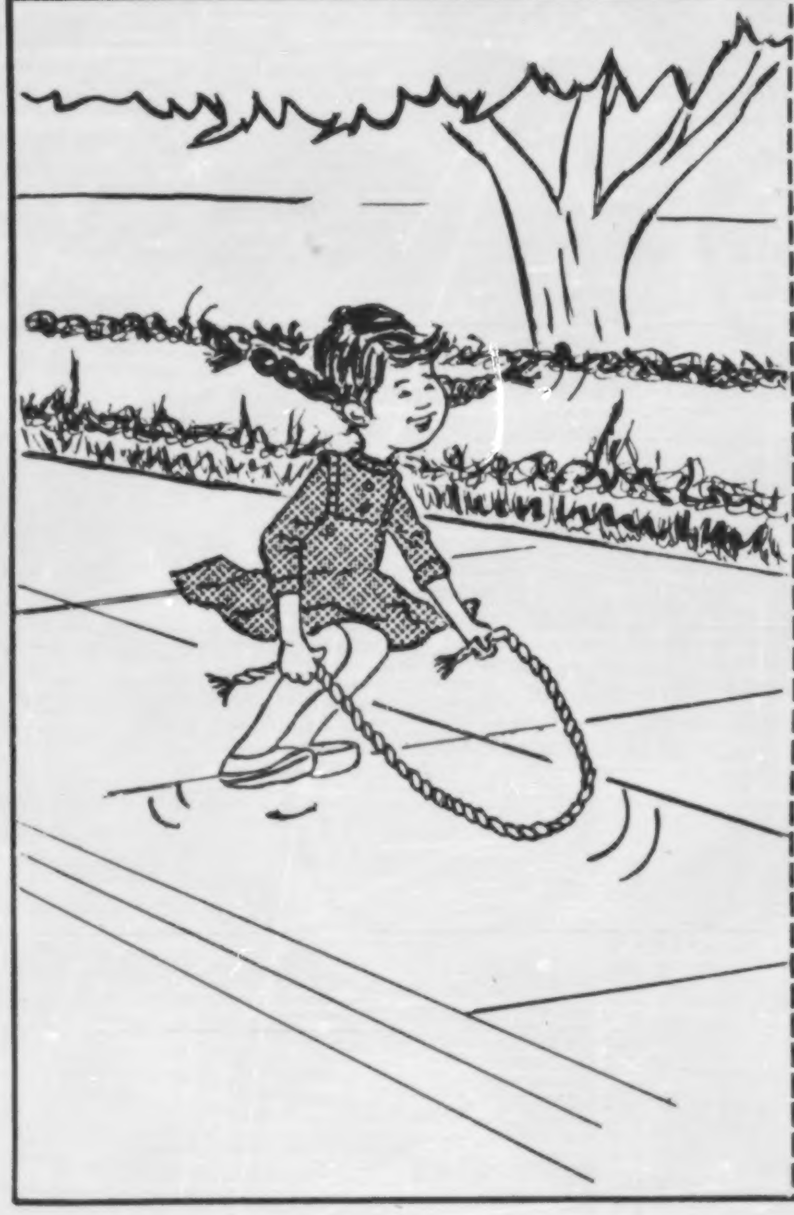

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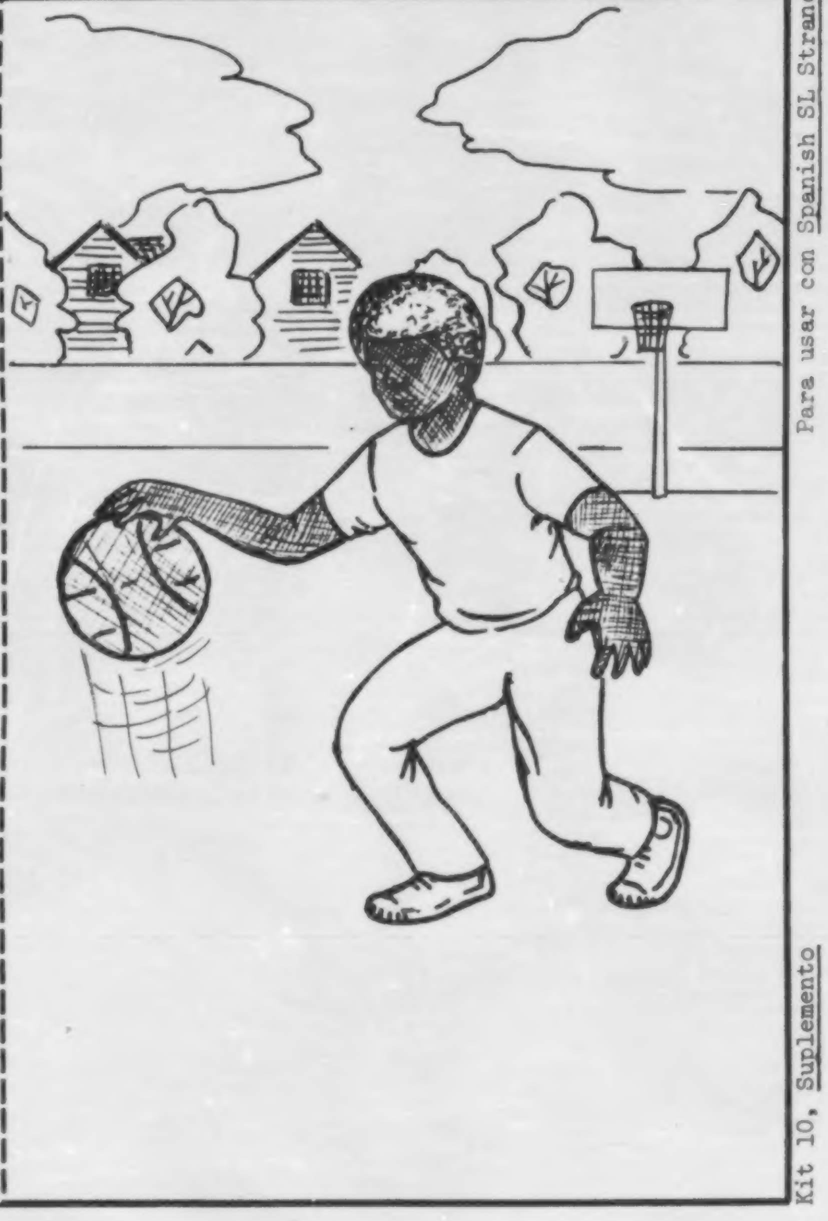

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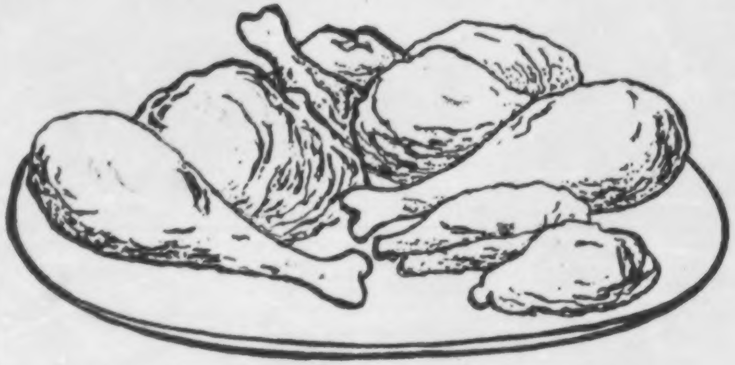

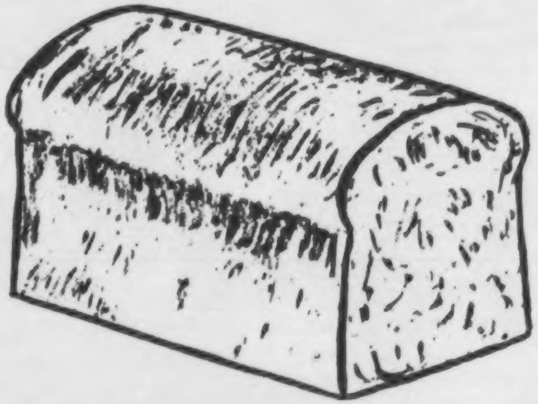

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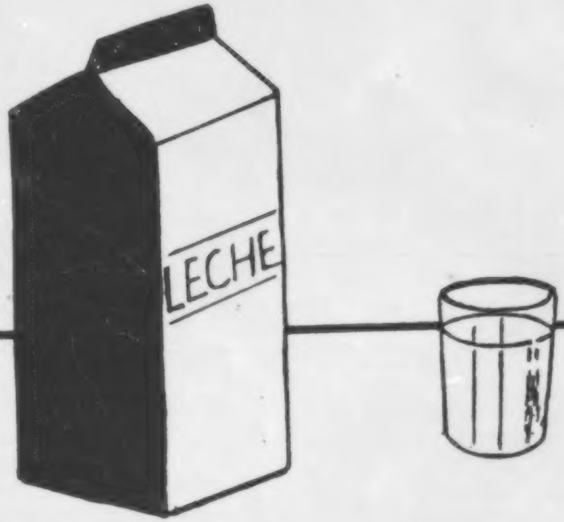

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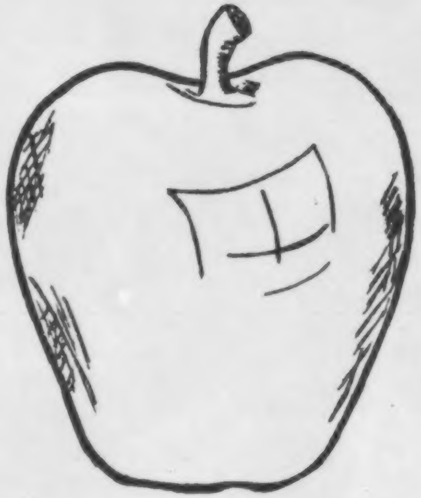

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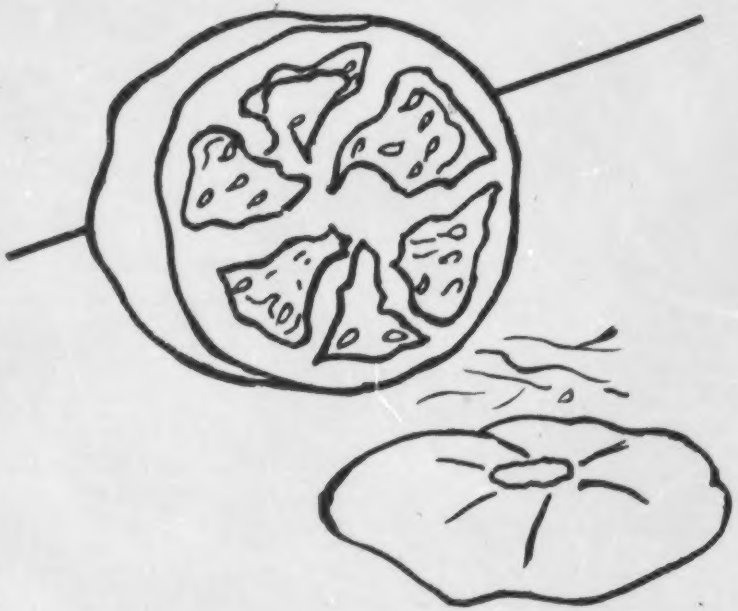

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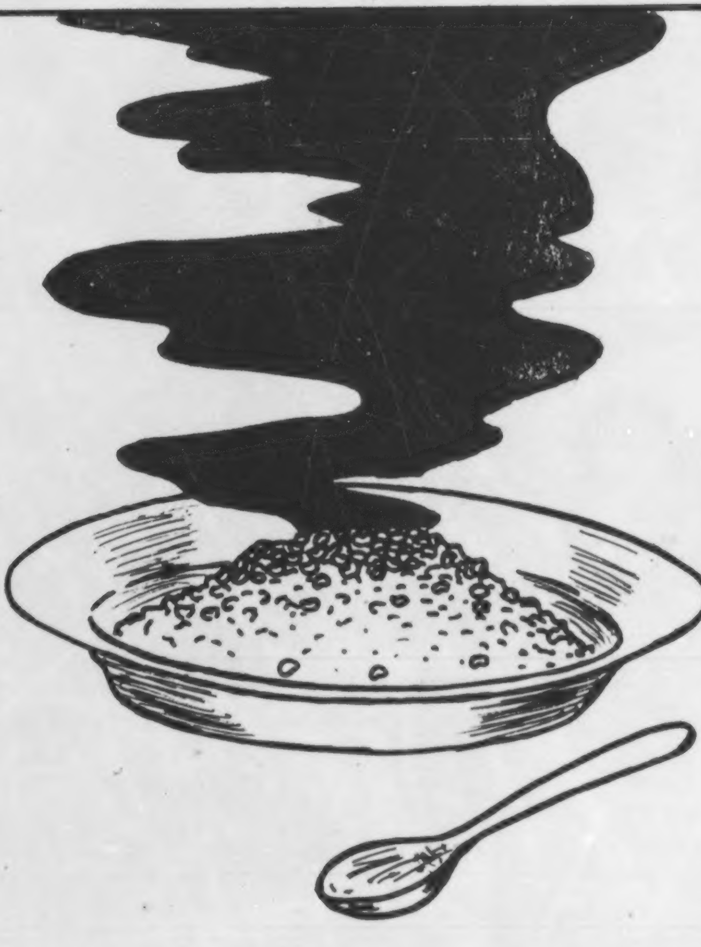

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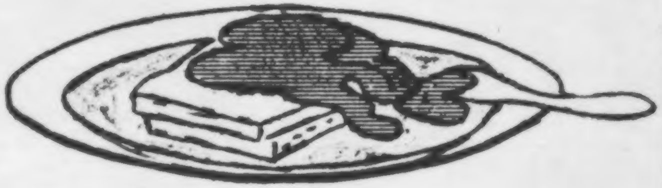

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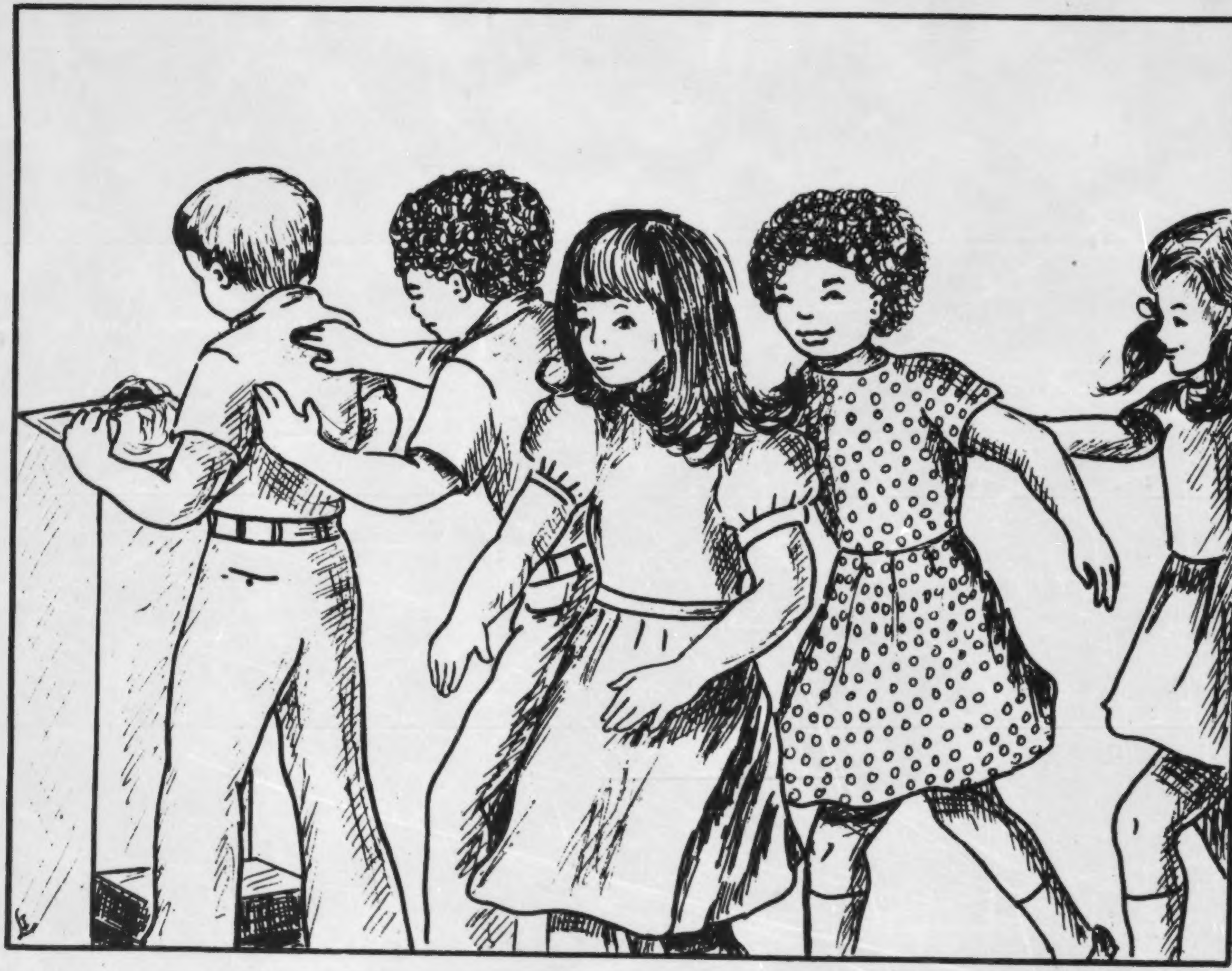

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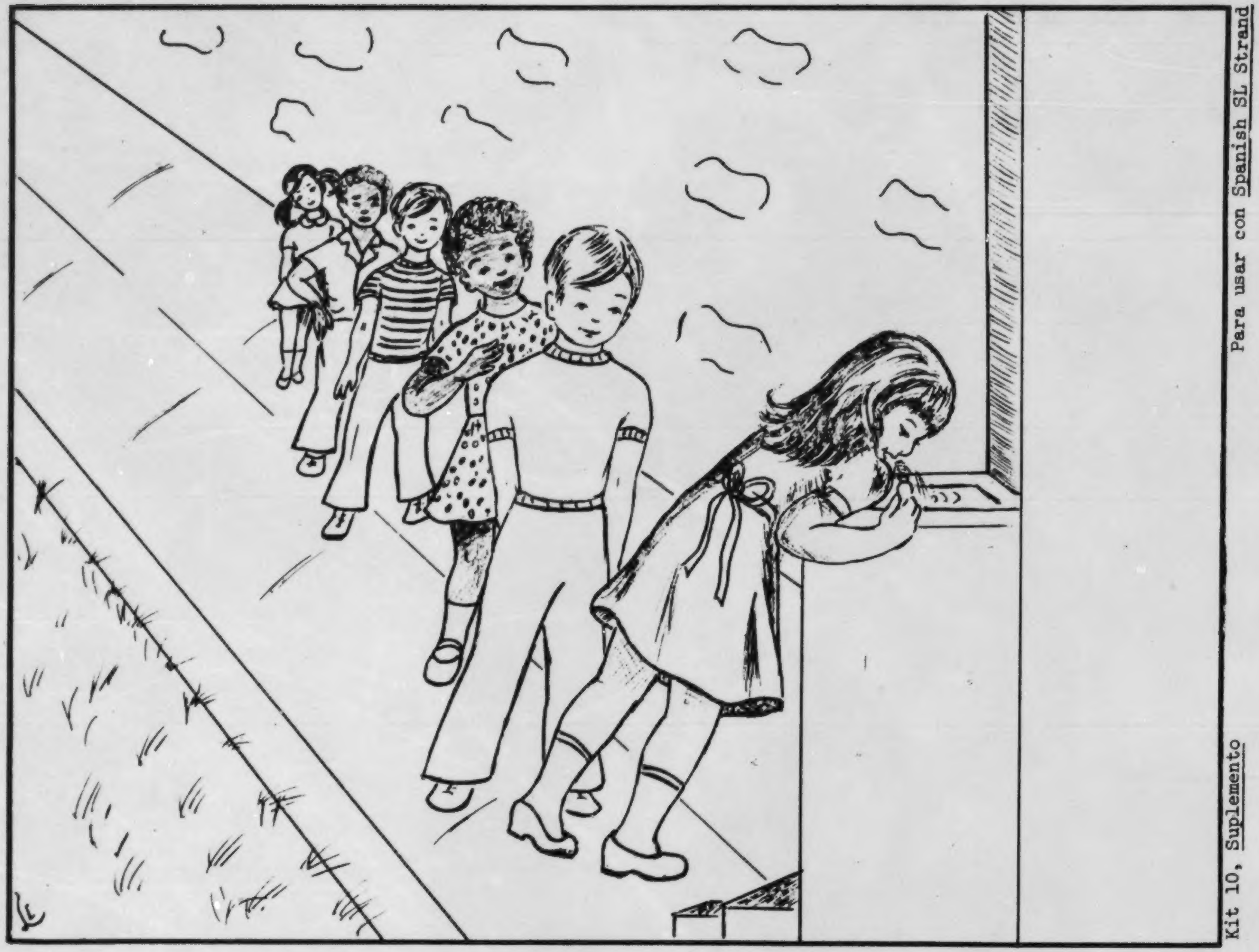

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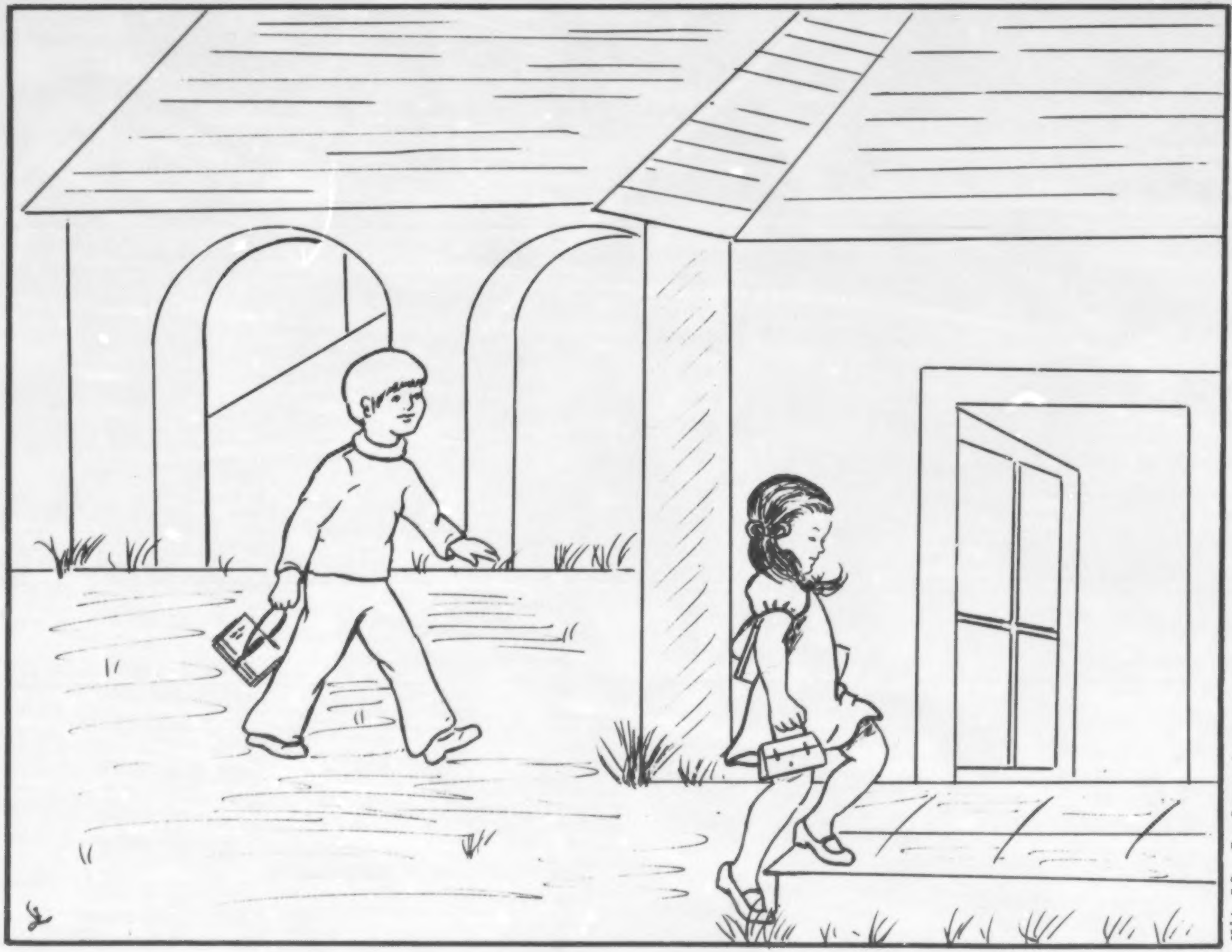

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Kit 10, *Suplemento*

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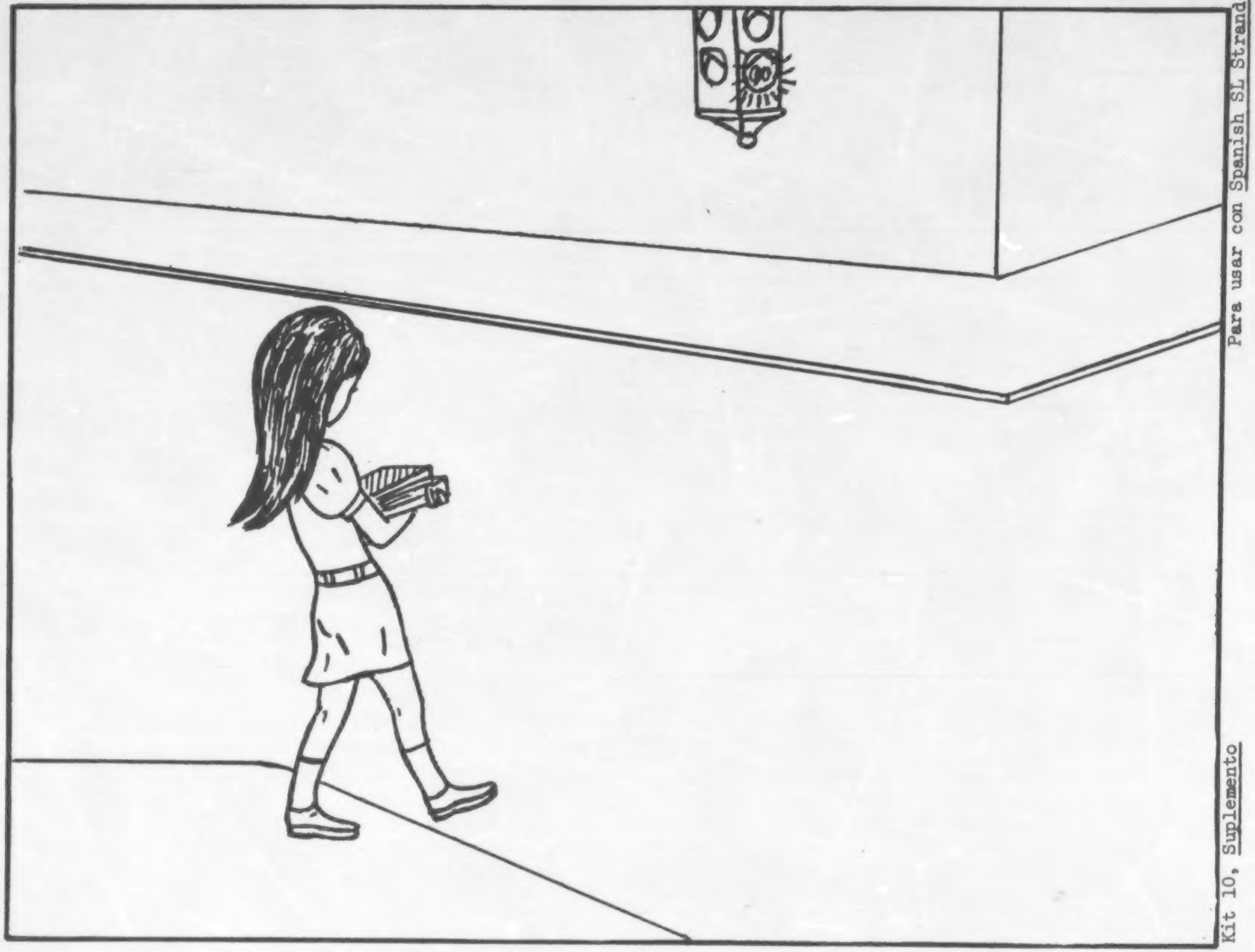
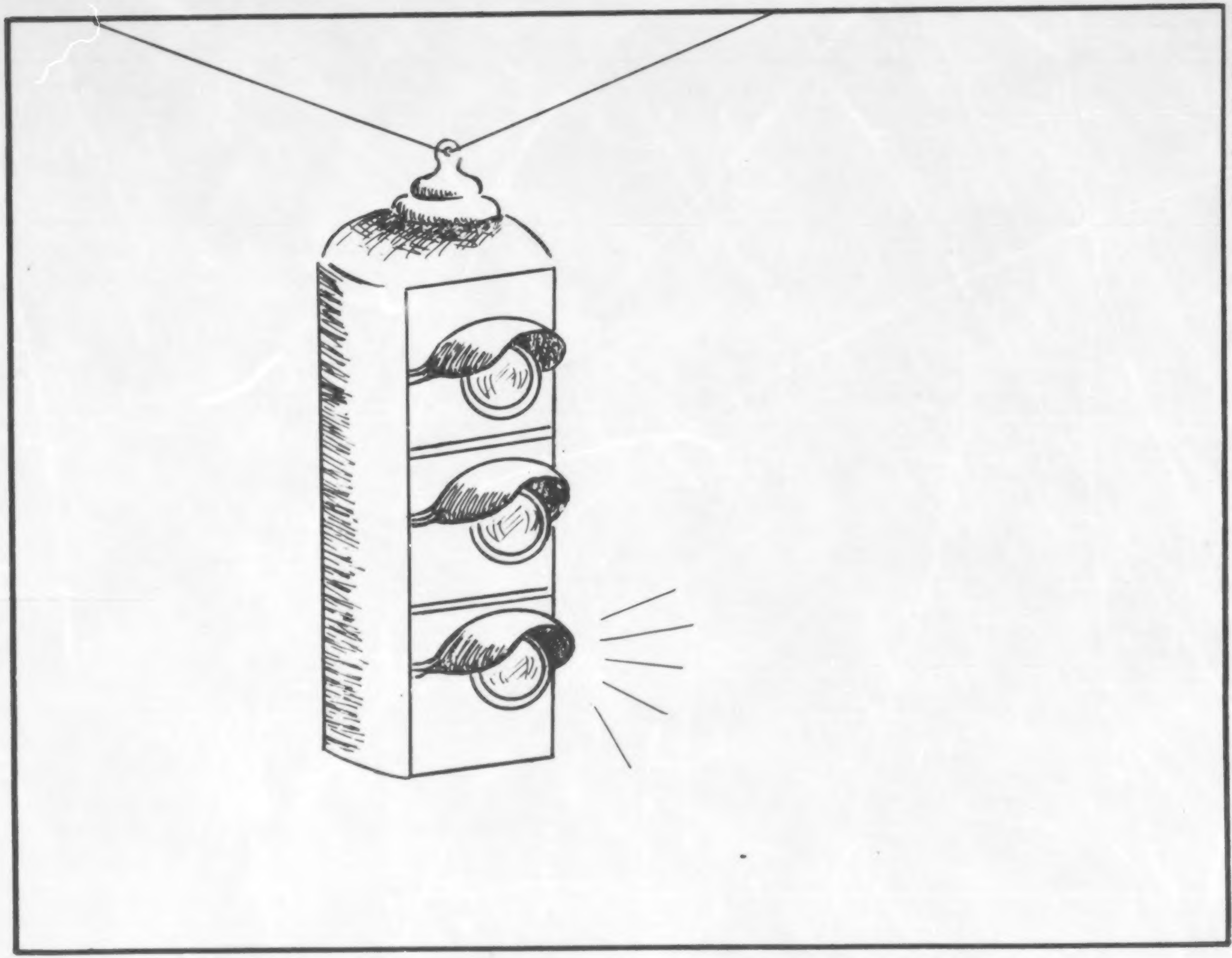
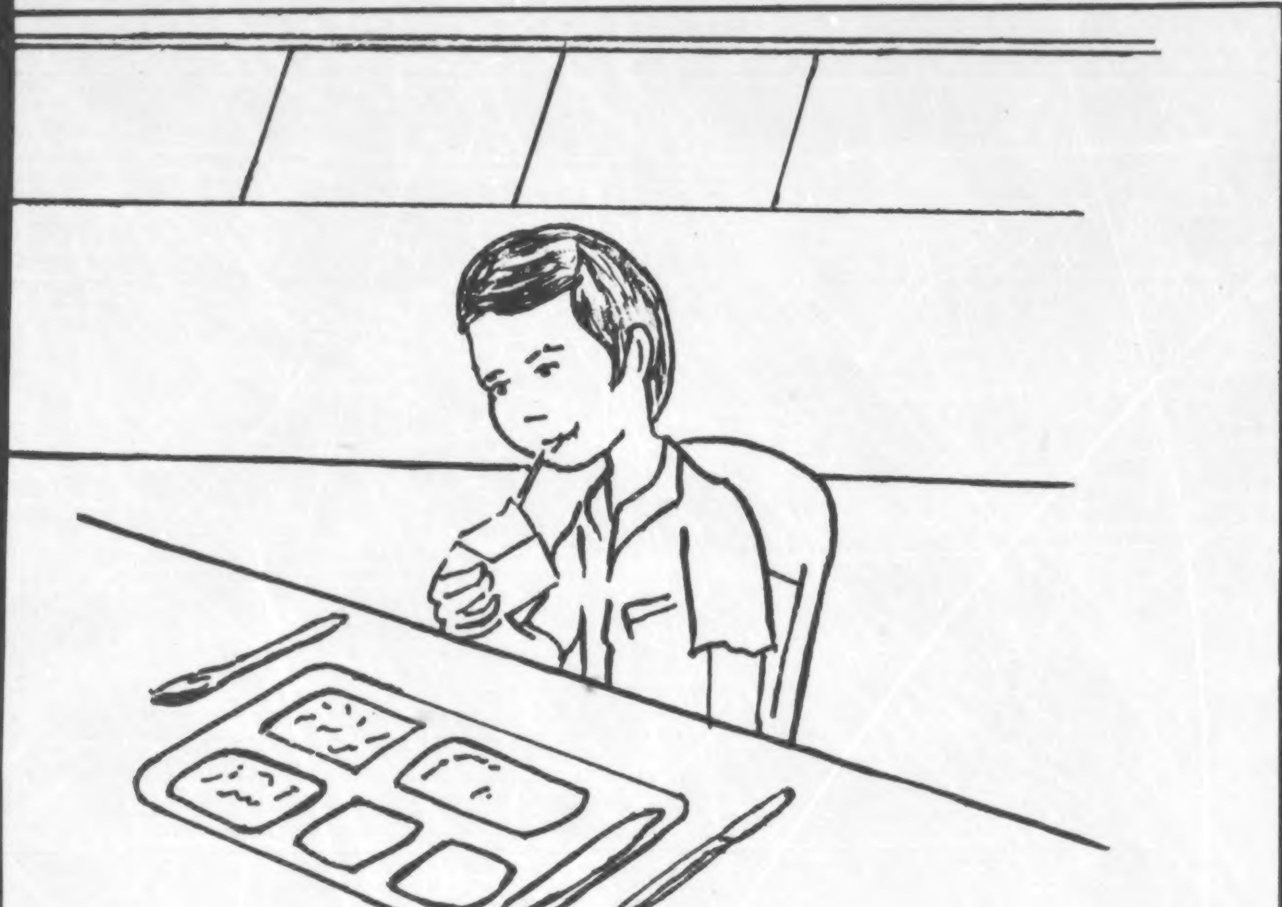
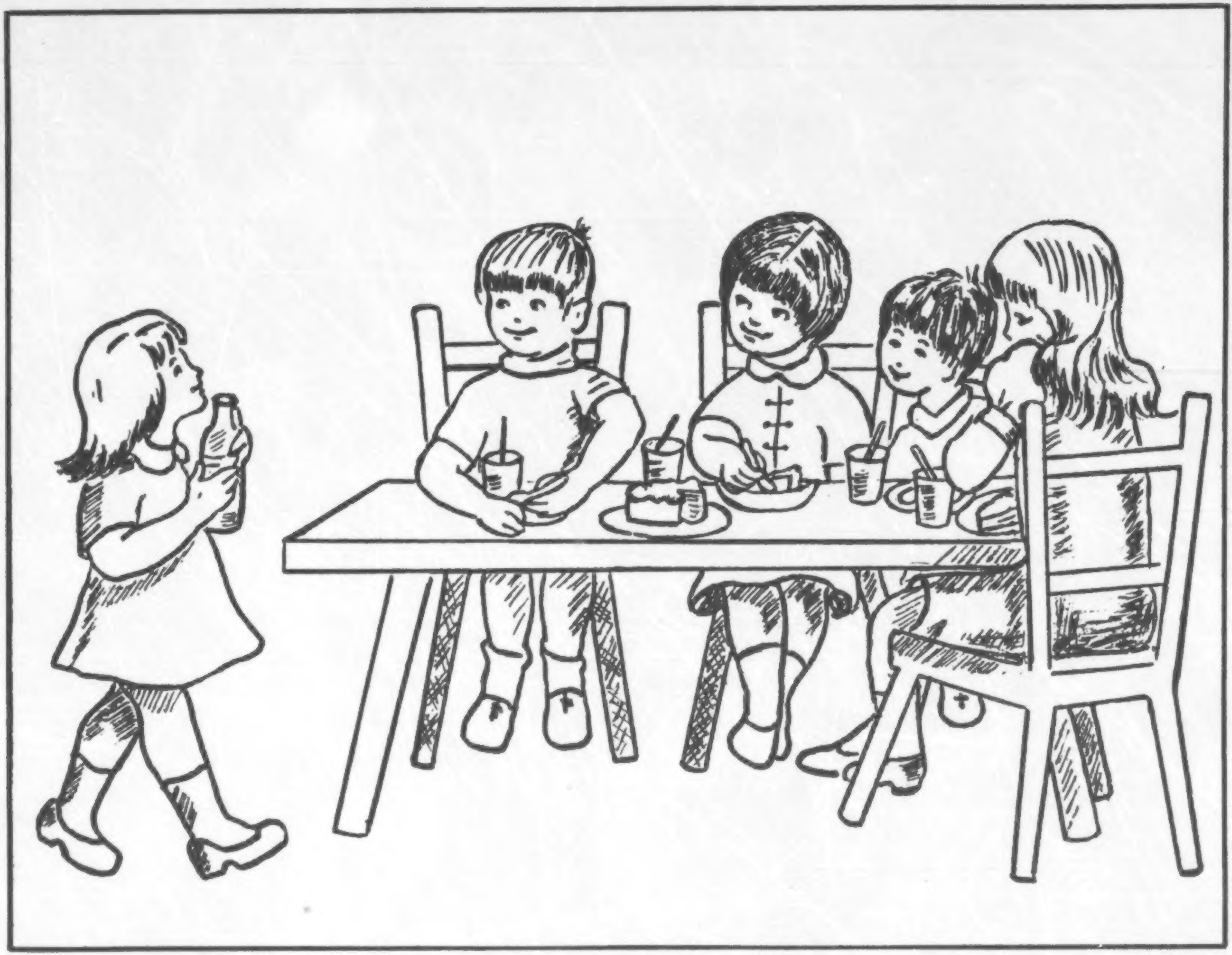


Kit 10, *Suplemento* Para usar con *Spanish SL Strand*





Kit 10, Suplemento 38 Para usar con Spanish SL Strand



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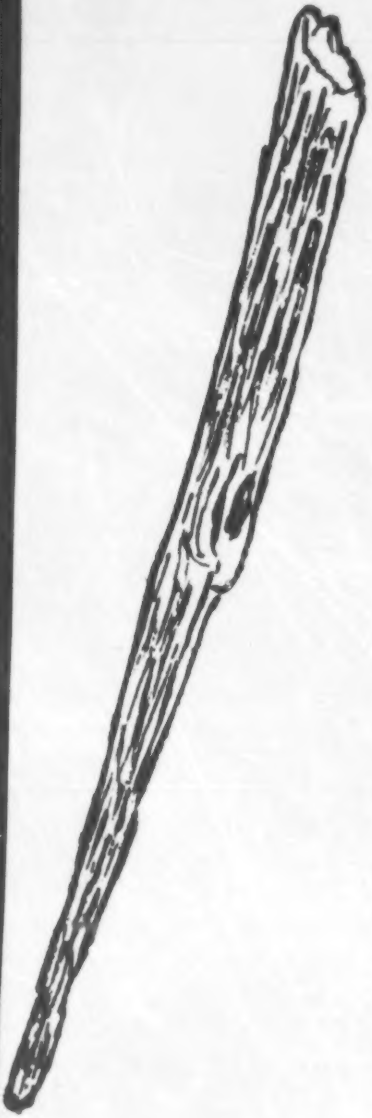
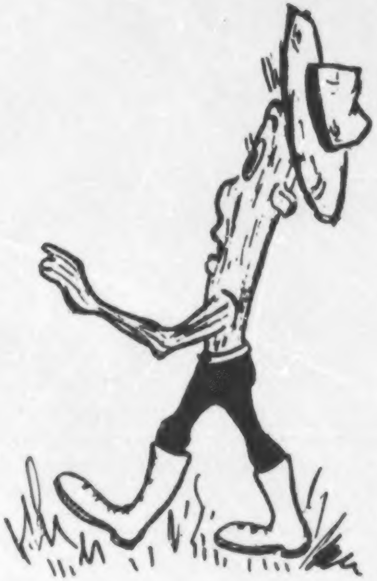
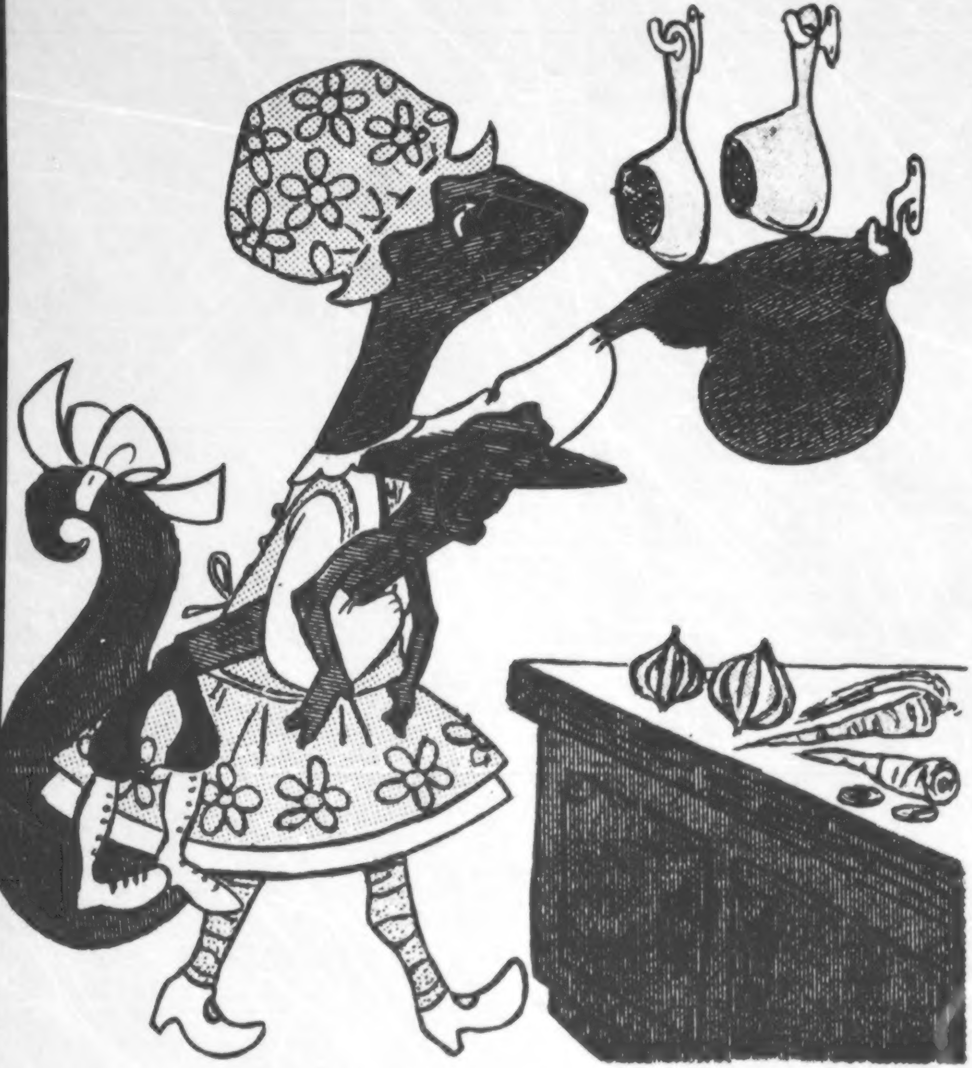
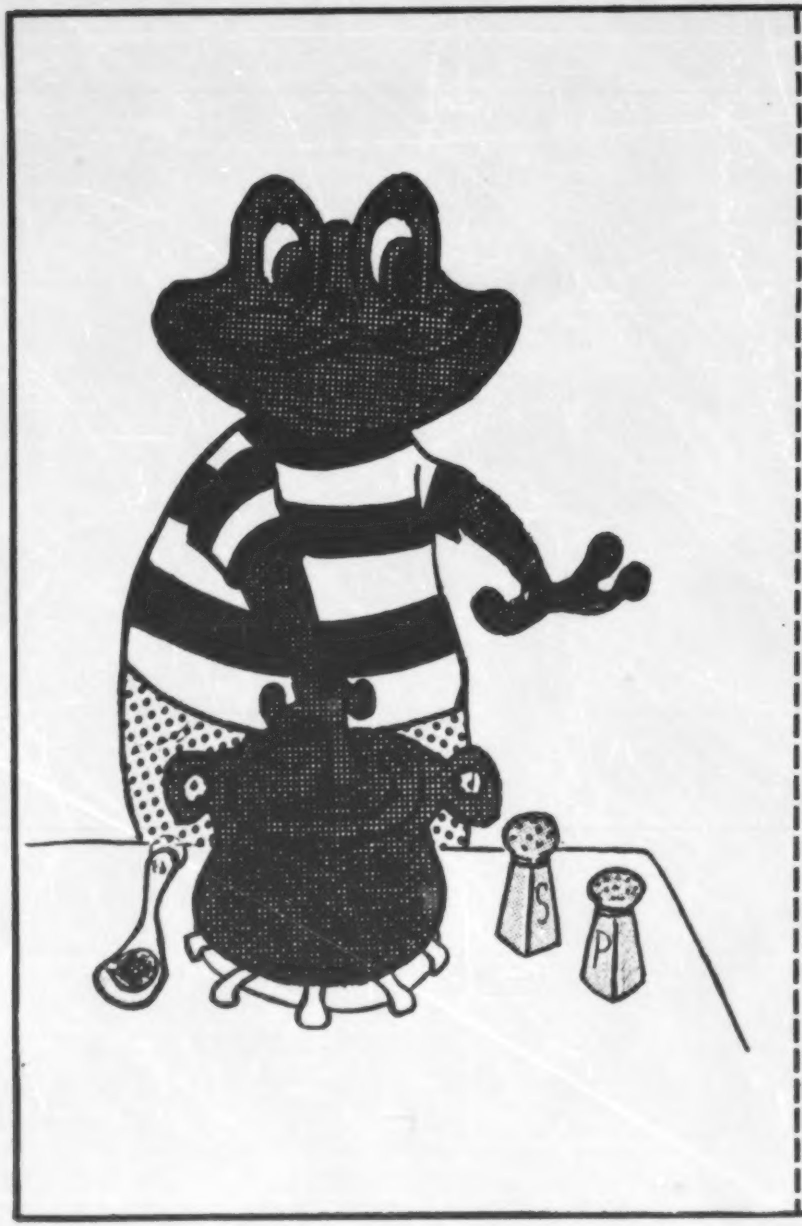
Kit 10, Suplemento

Para usar con Spanish SL Strand









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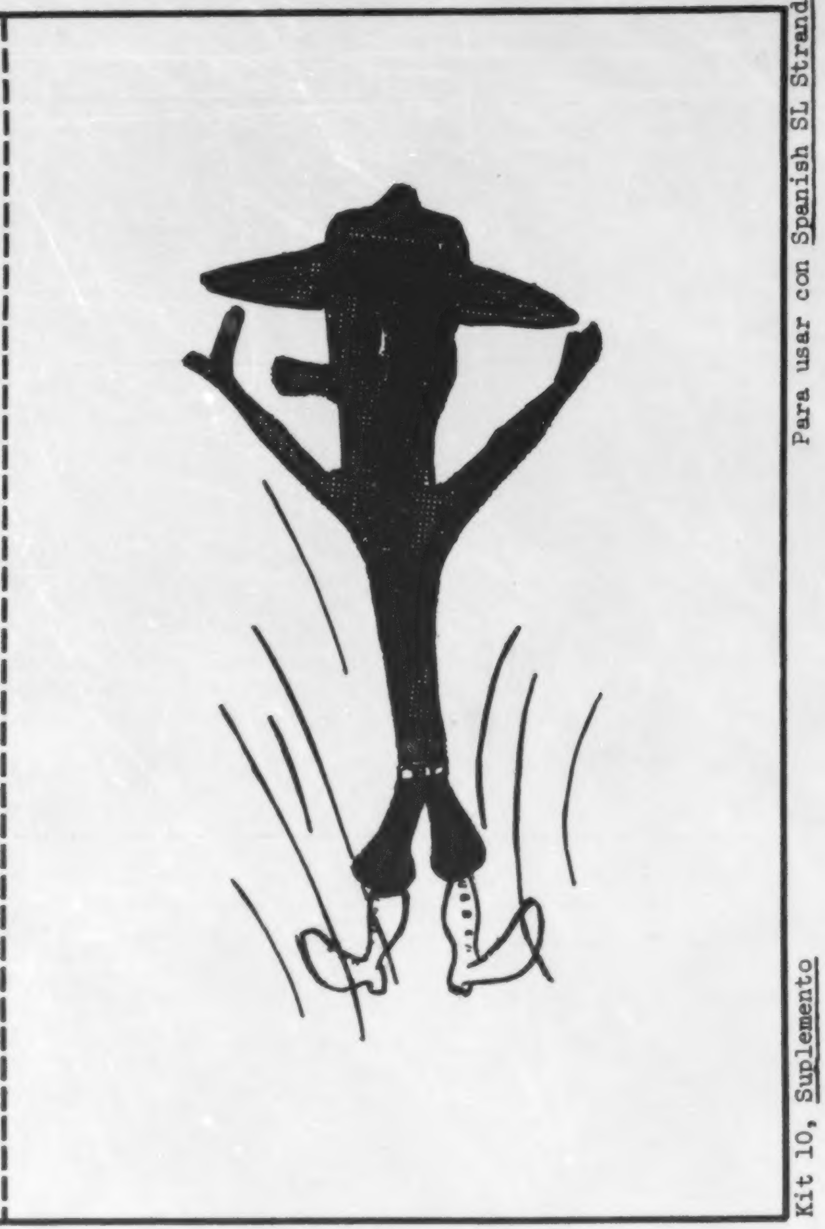

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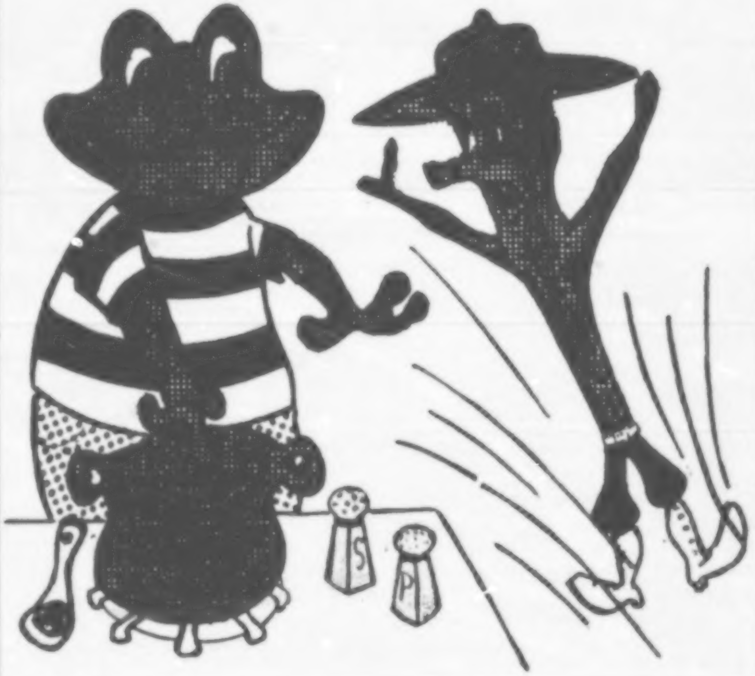
Kit 10, Suplemento Para usar con Spanish SL Strand



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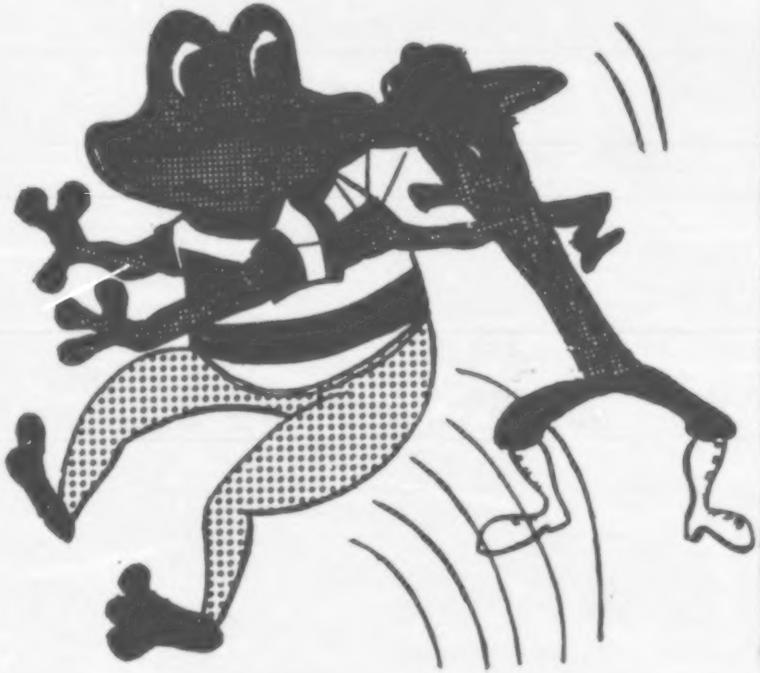

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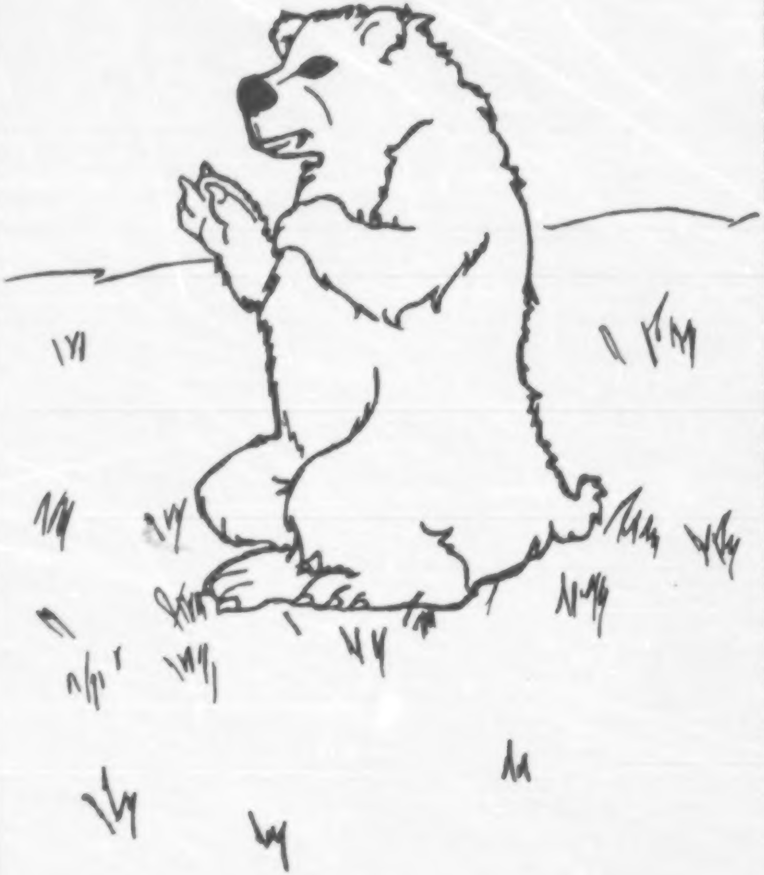

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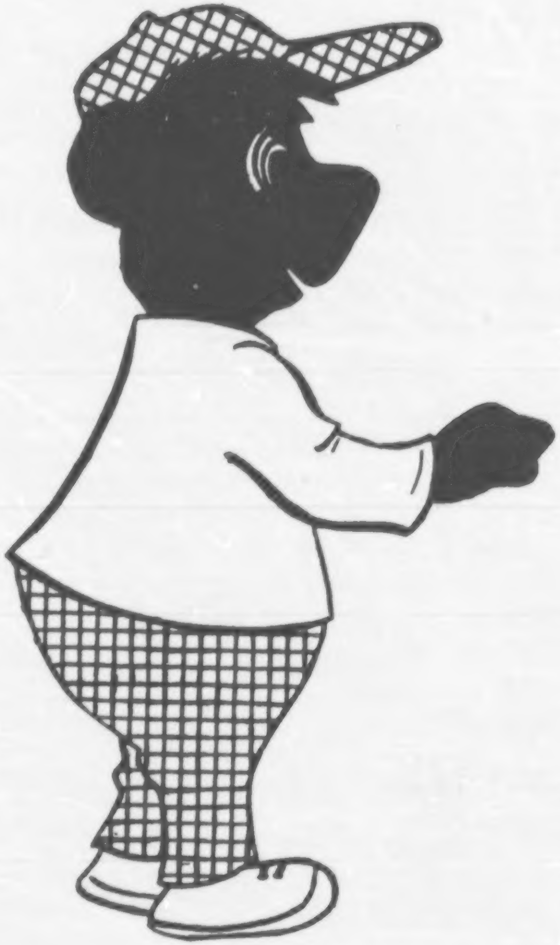

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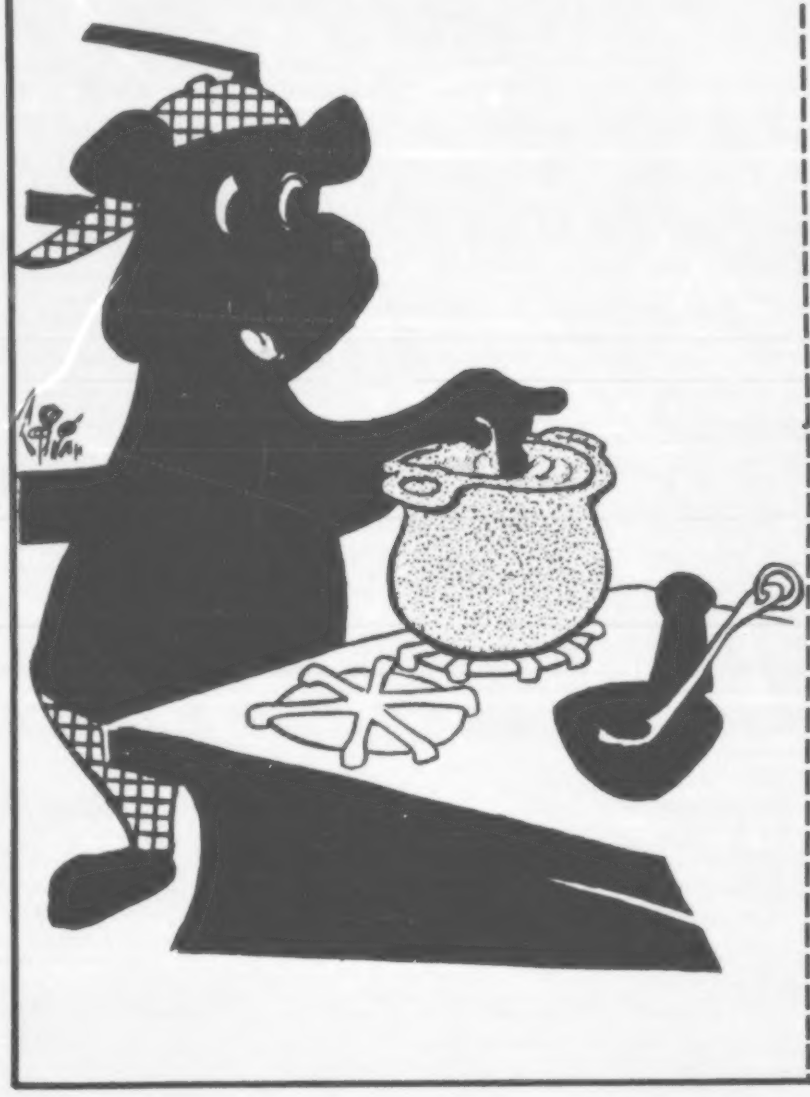

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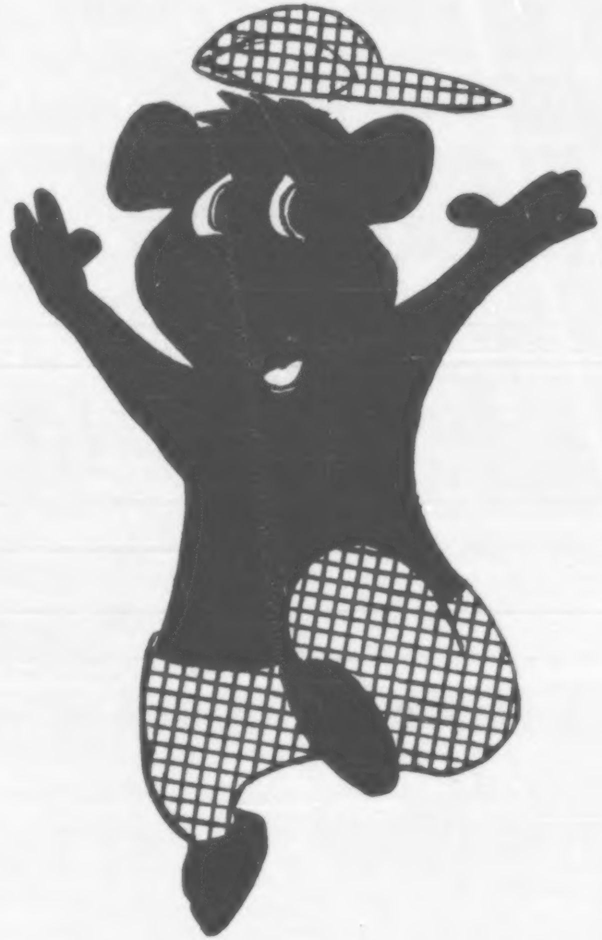

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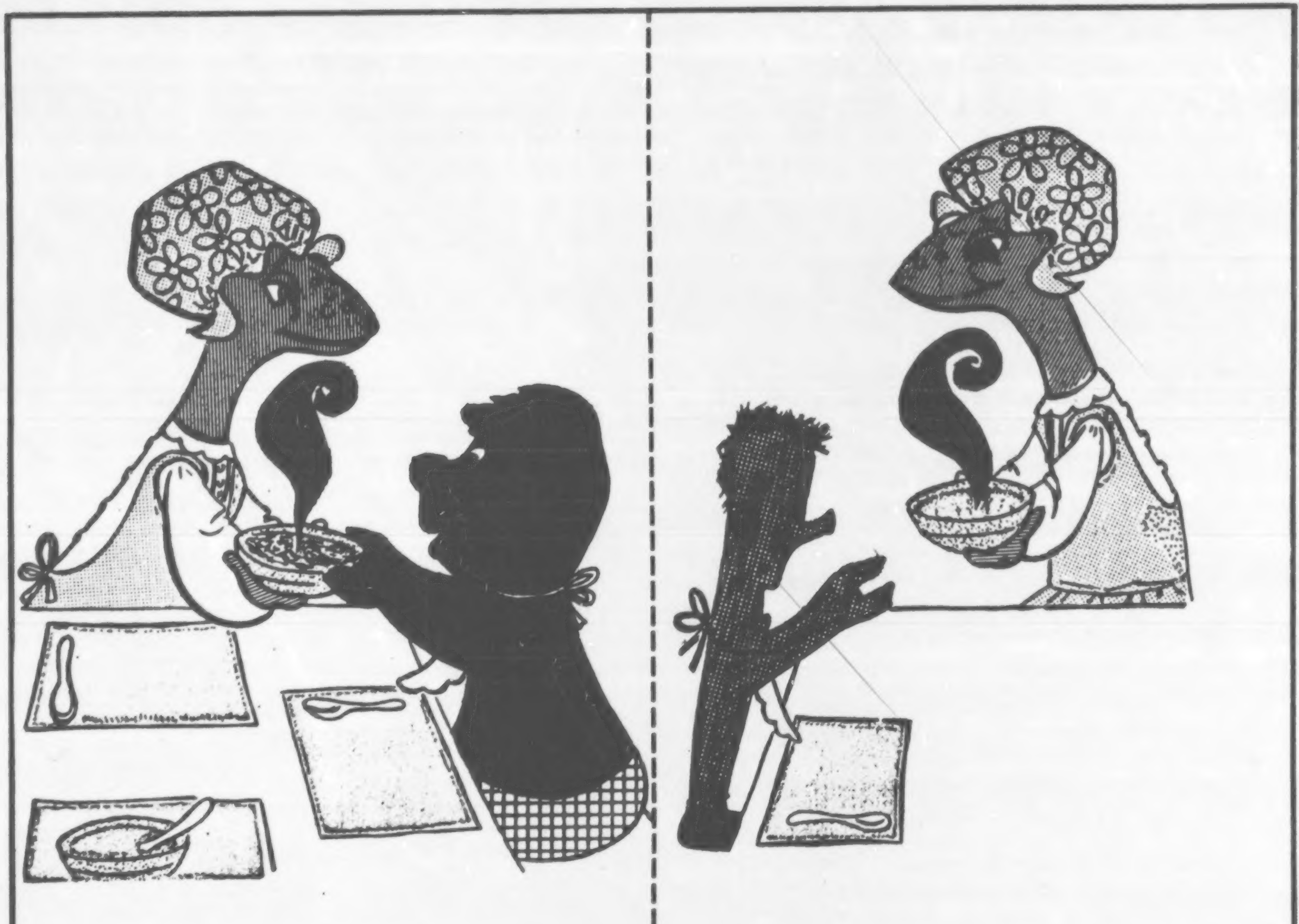

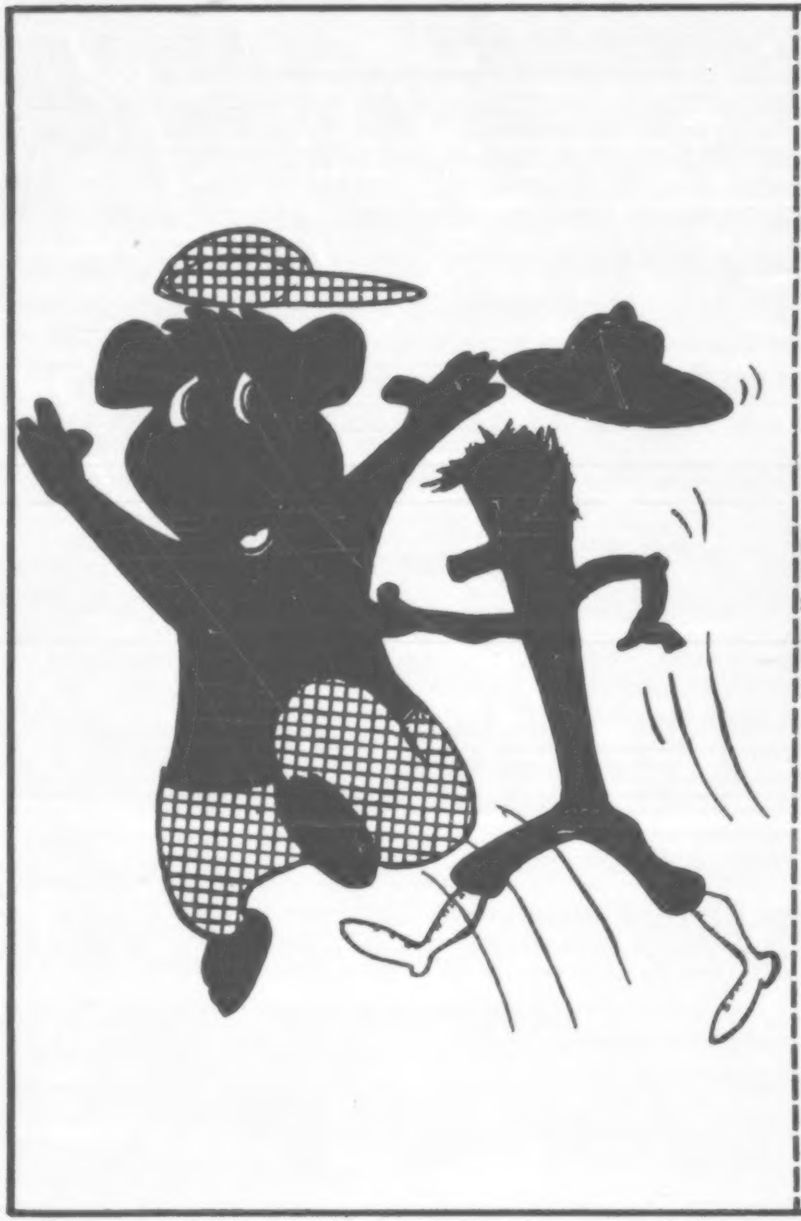

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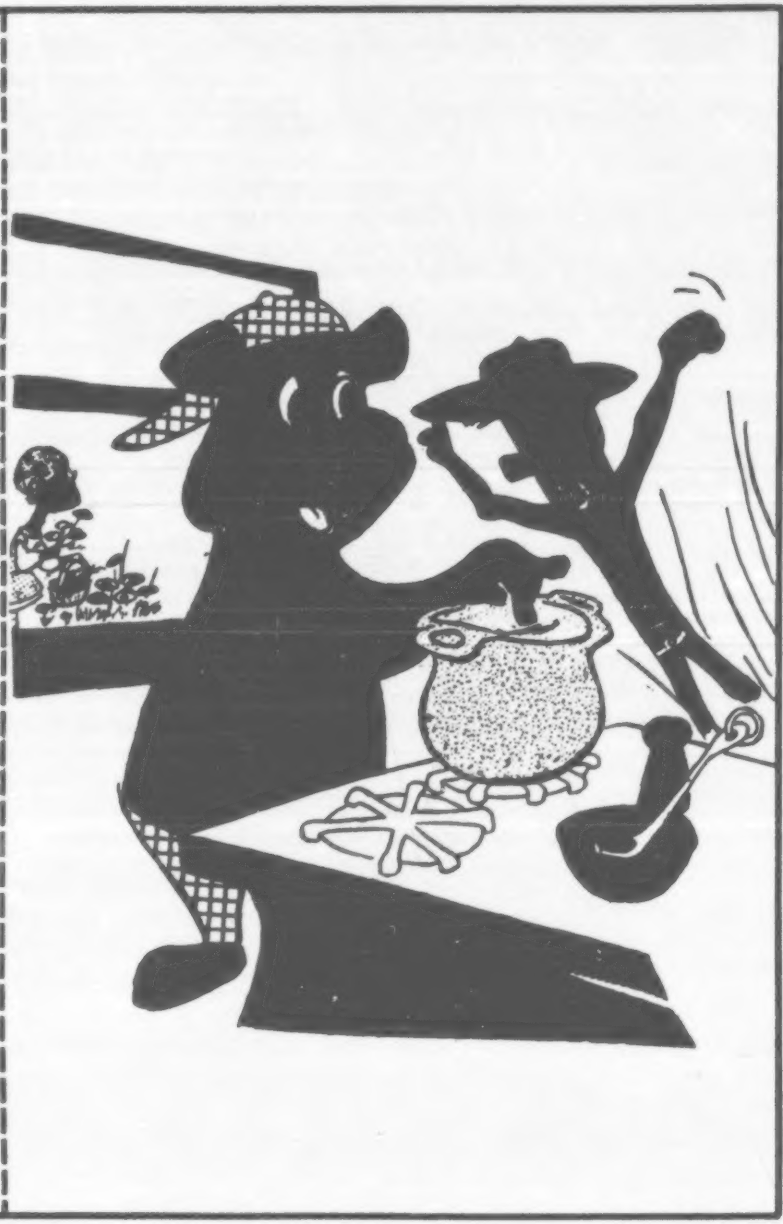

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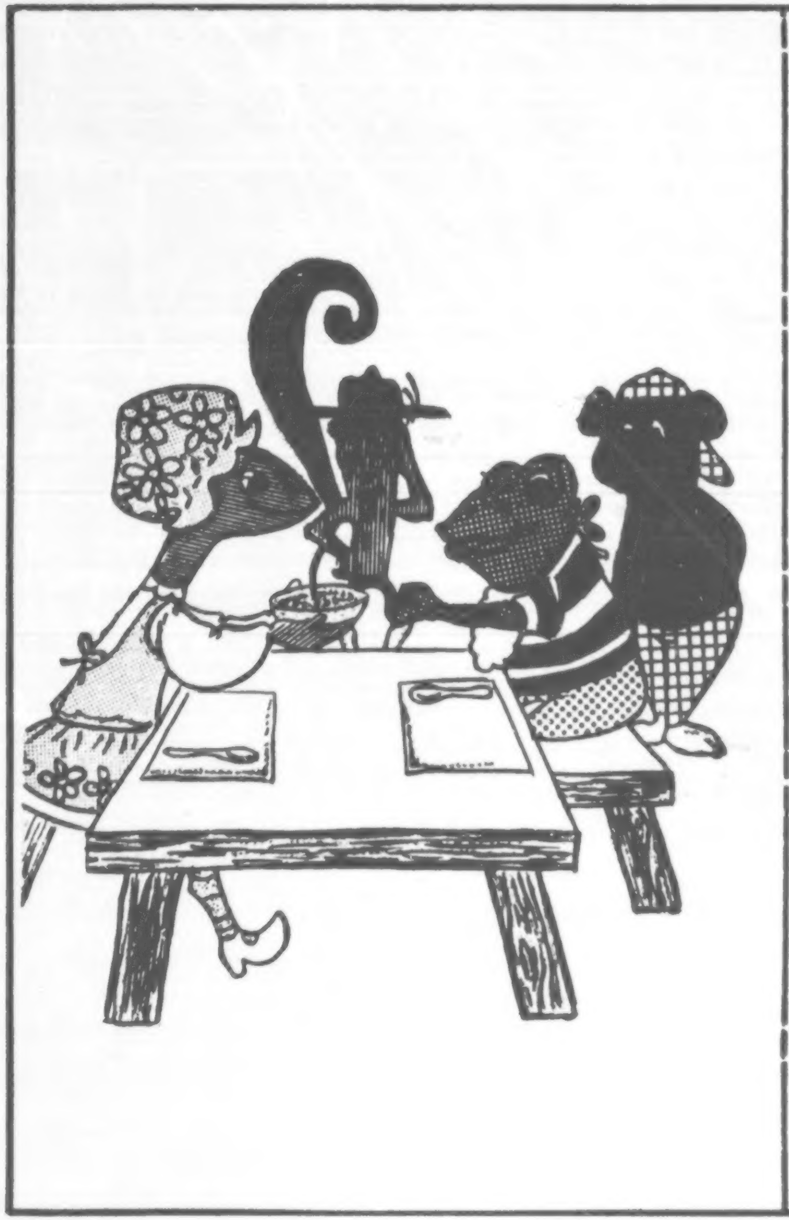
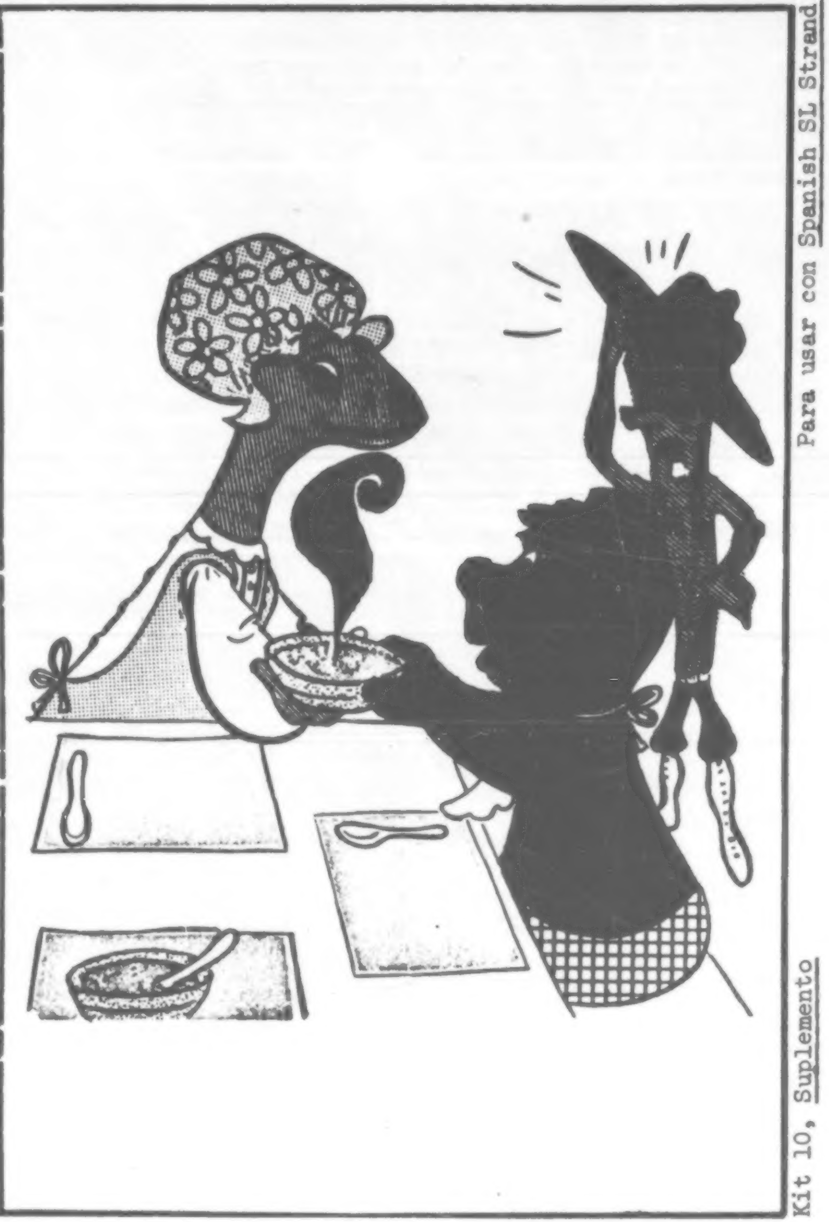
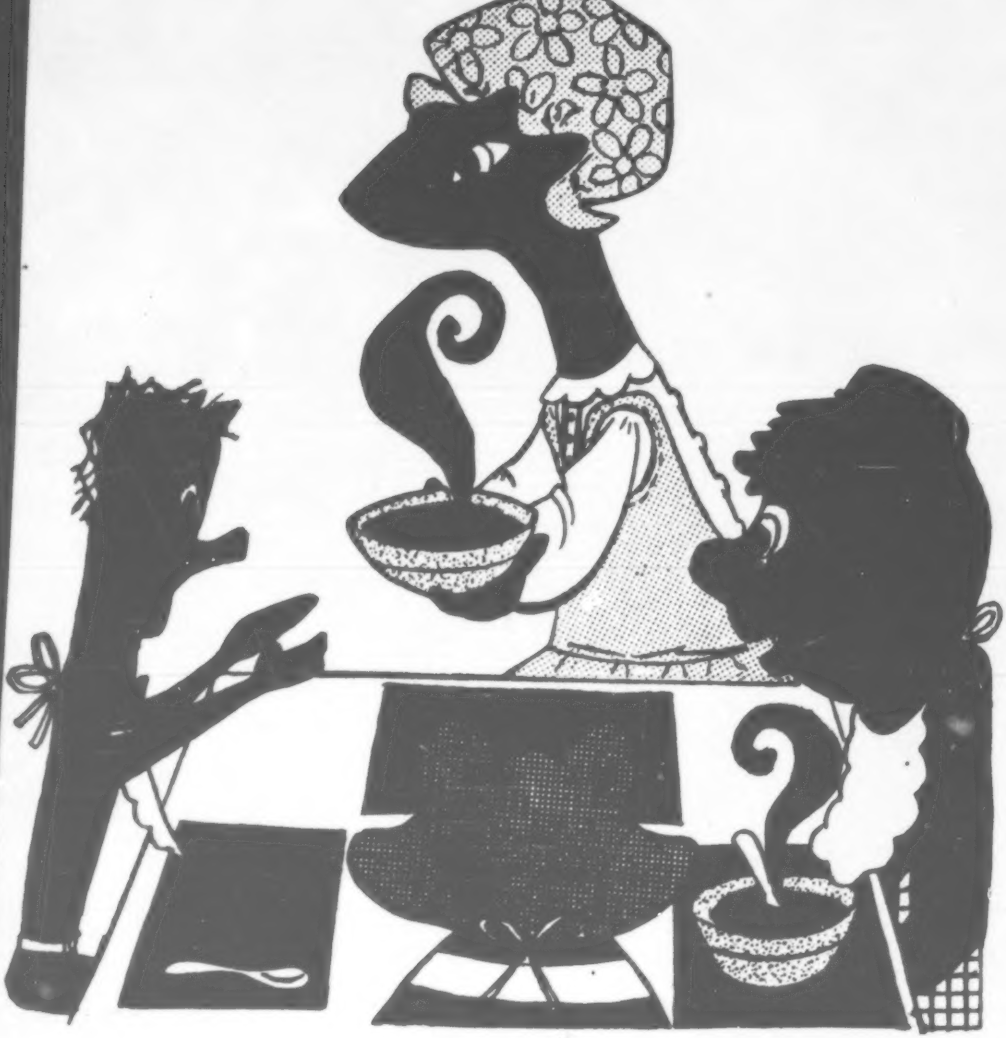




Kit 10, Suplemento Para usar con Spanish SL Strand



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Kit 10, Suplemento 50 Para usar con Spanish SL Strand

KIT 11

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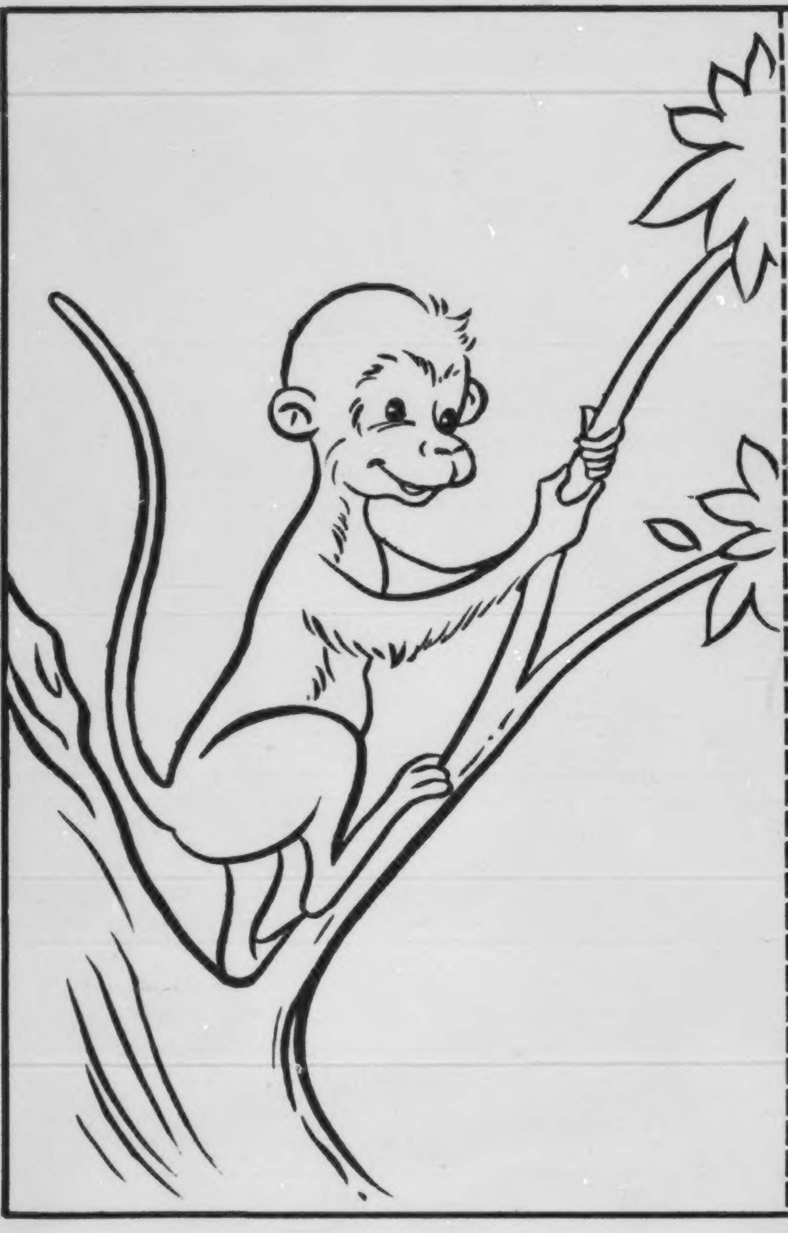

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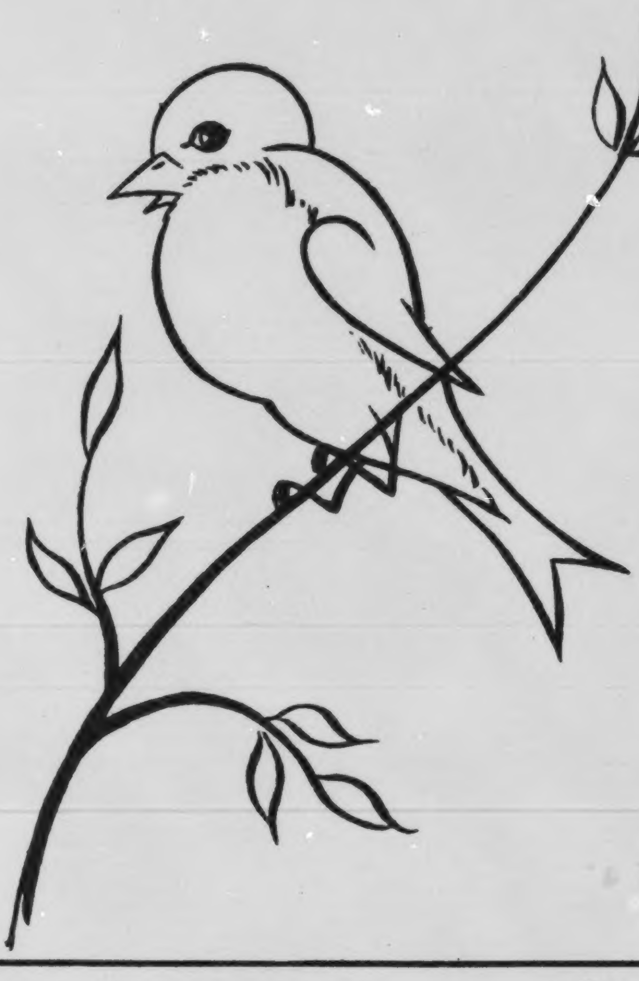

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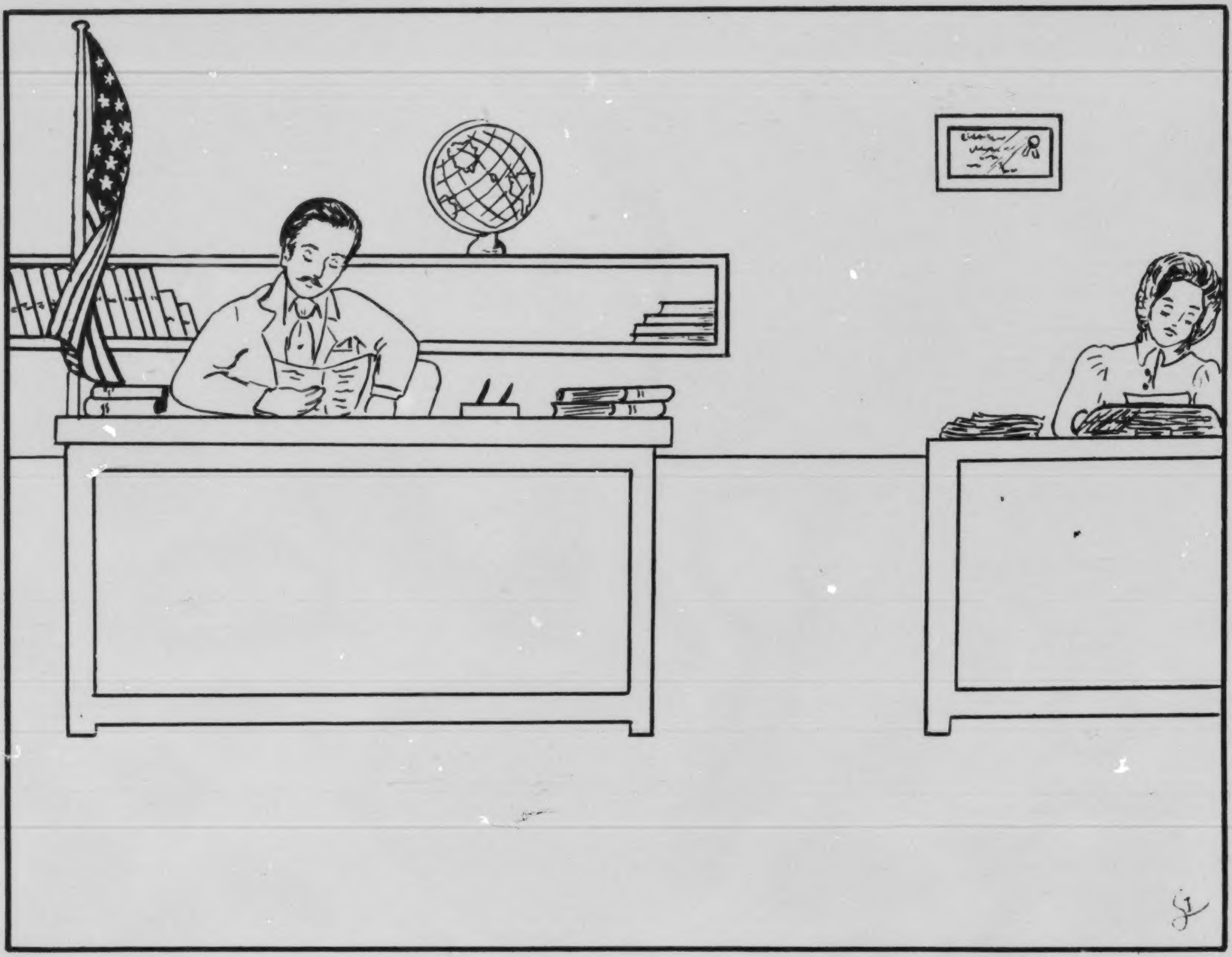

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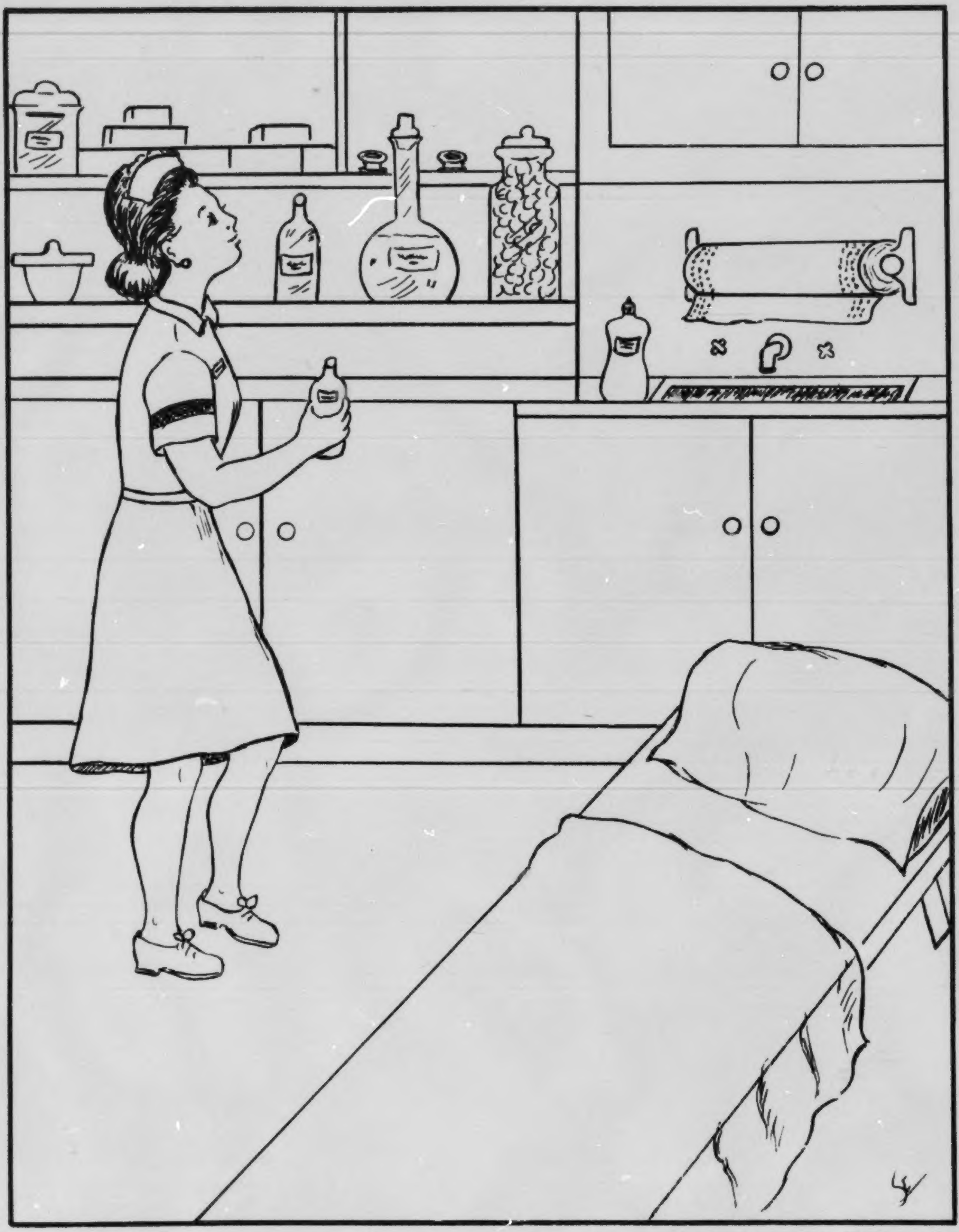
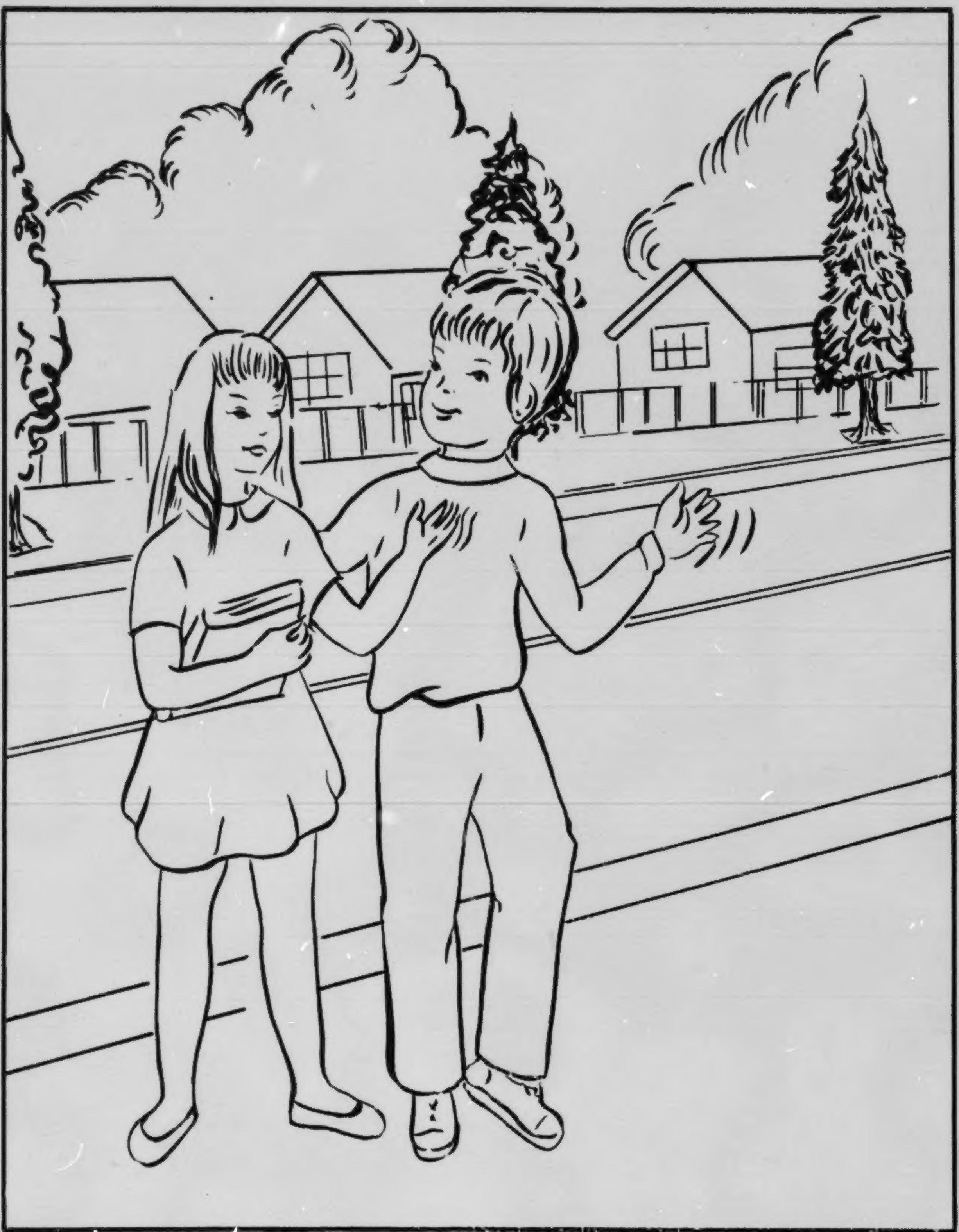
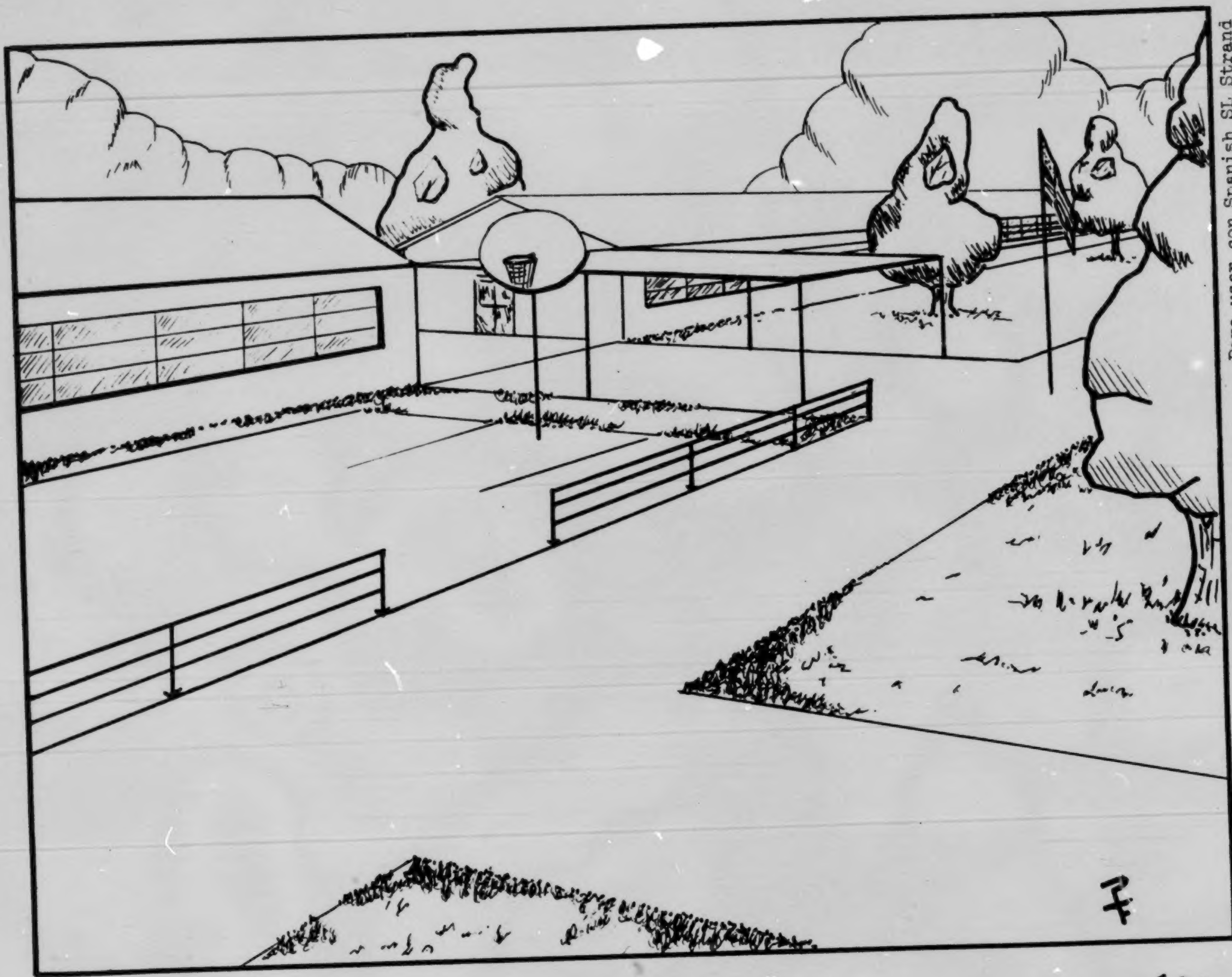
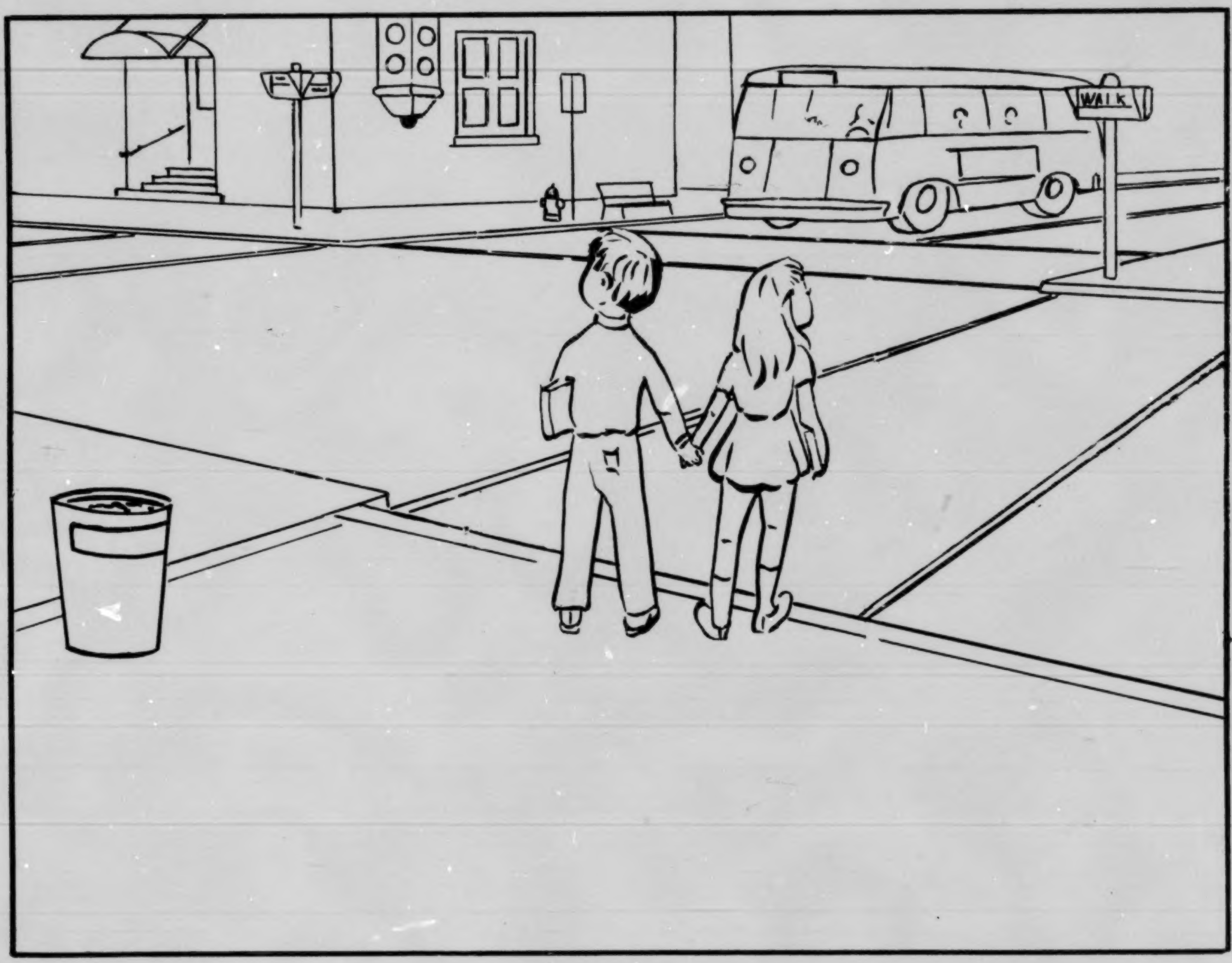






Kit 11, Suplemento

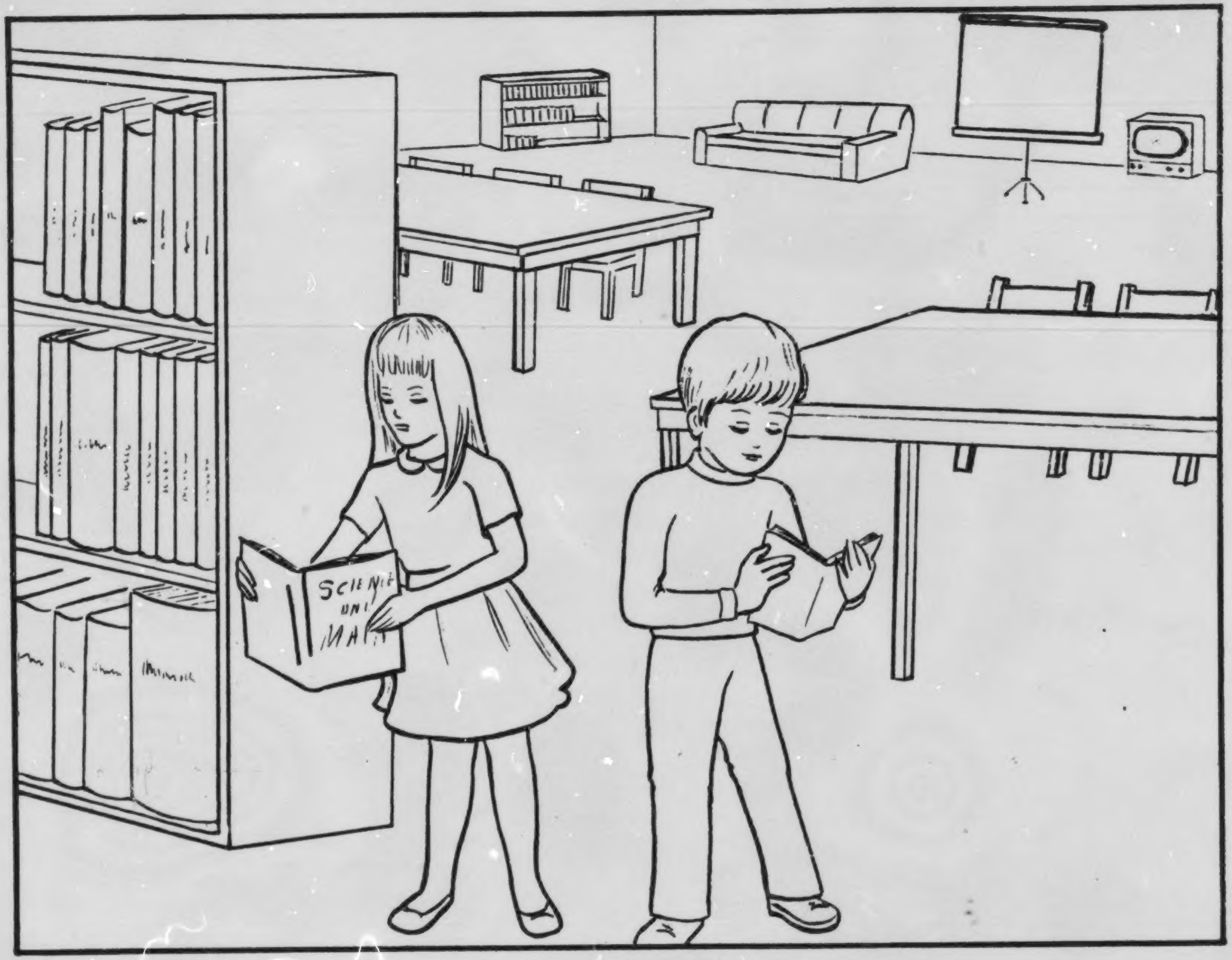
Para usar con Spanish SL Strand



103 104

Kit 11, **Suplemento**

Para usar con **Spanish SL Strand**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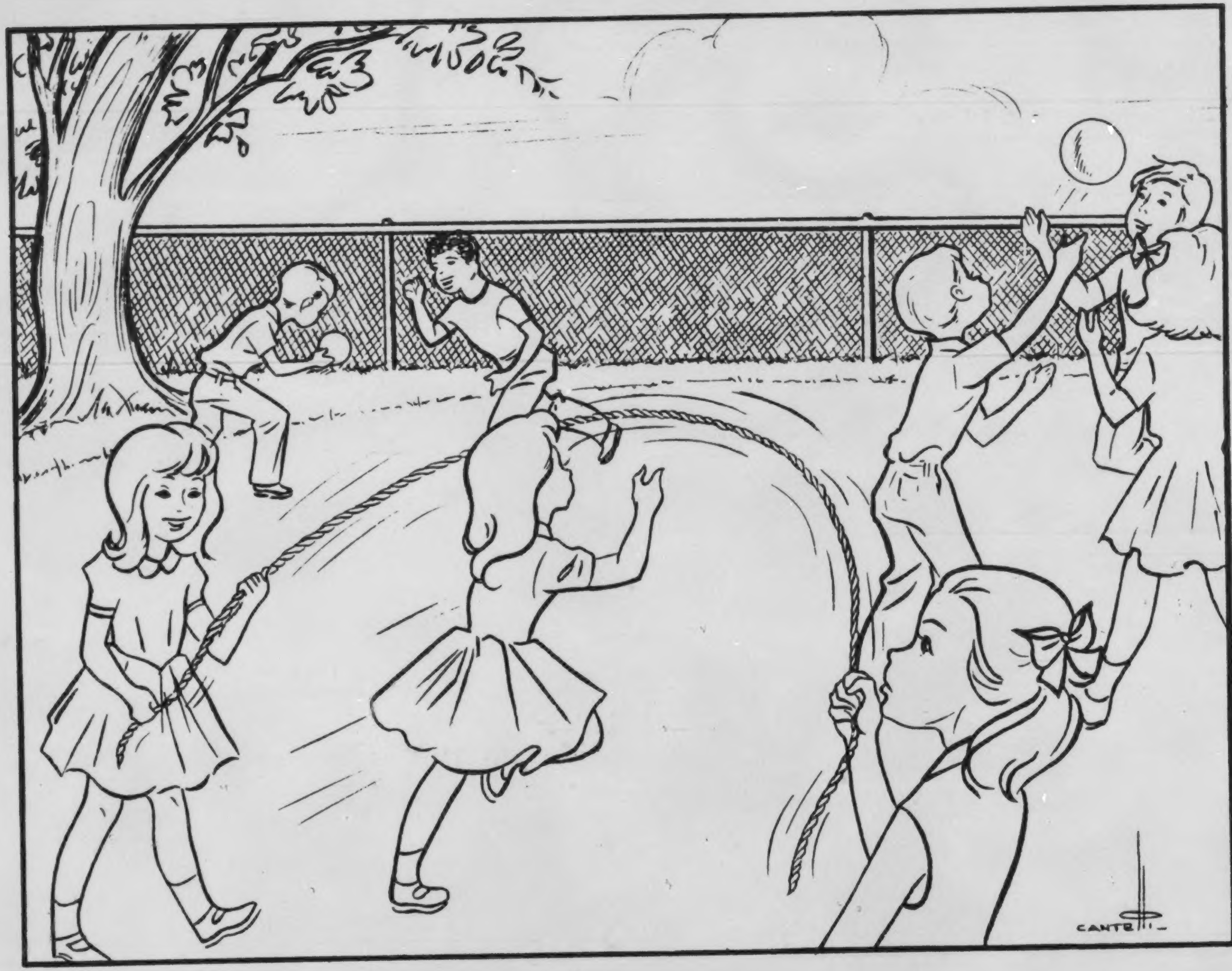
Para usar con Spanish SL Strand

Kit 11, Suplemento



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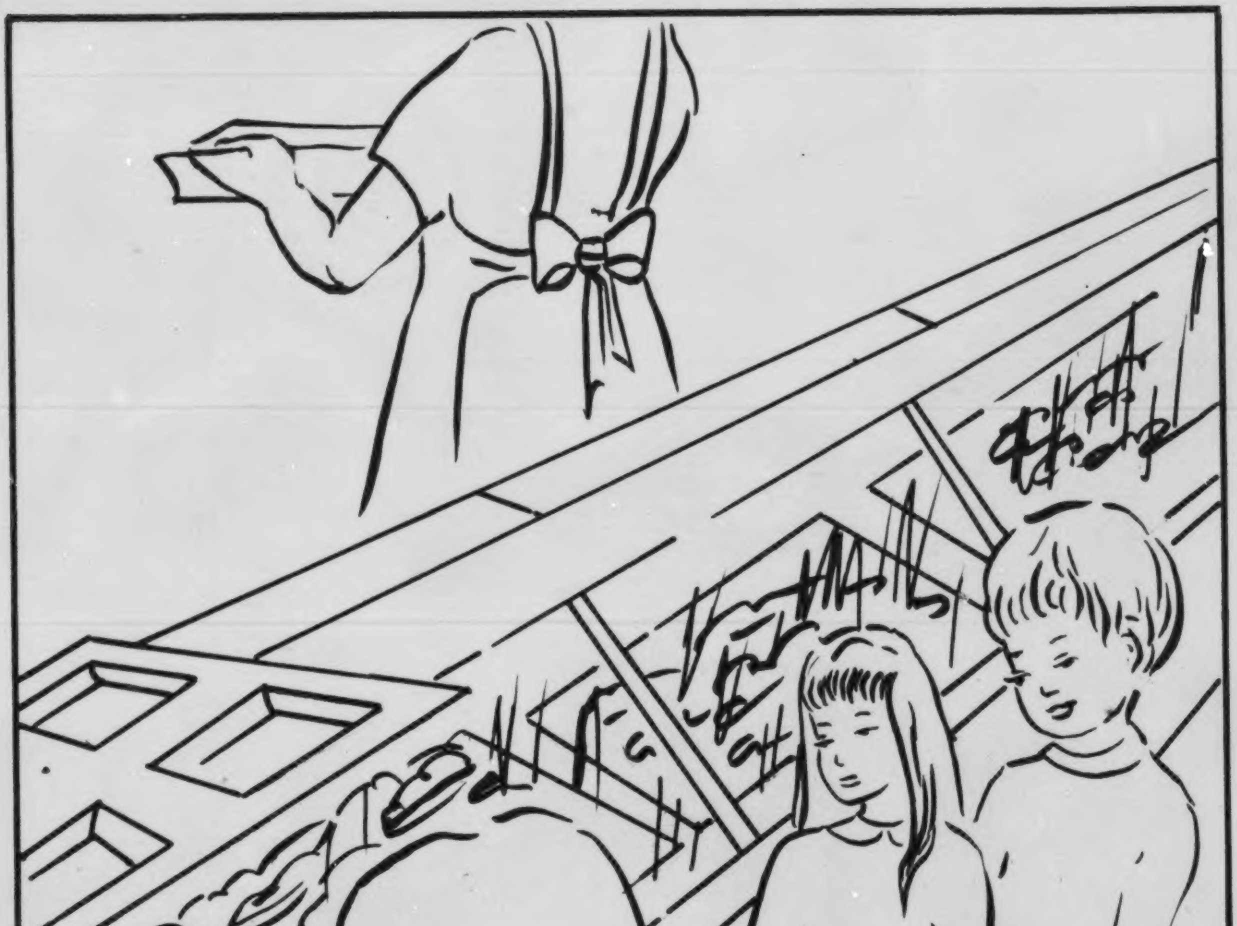
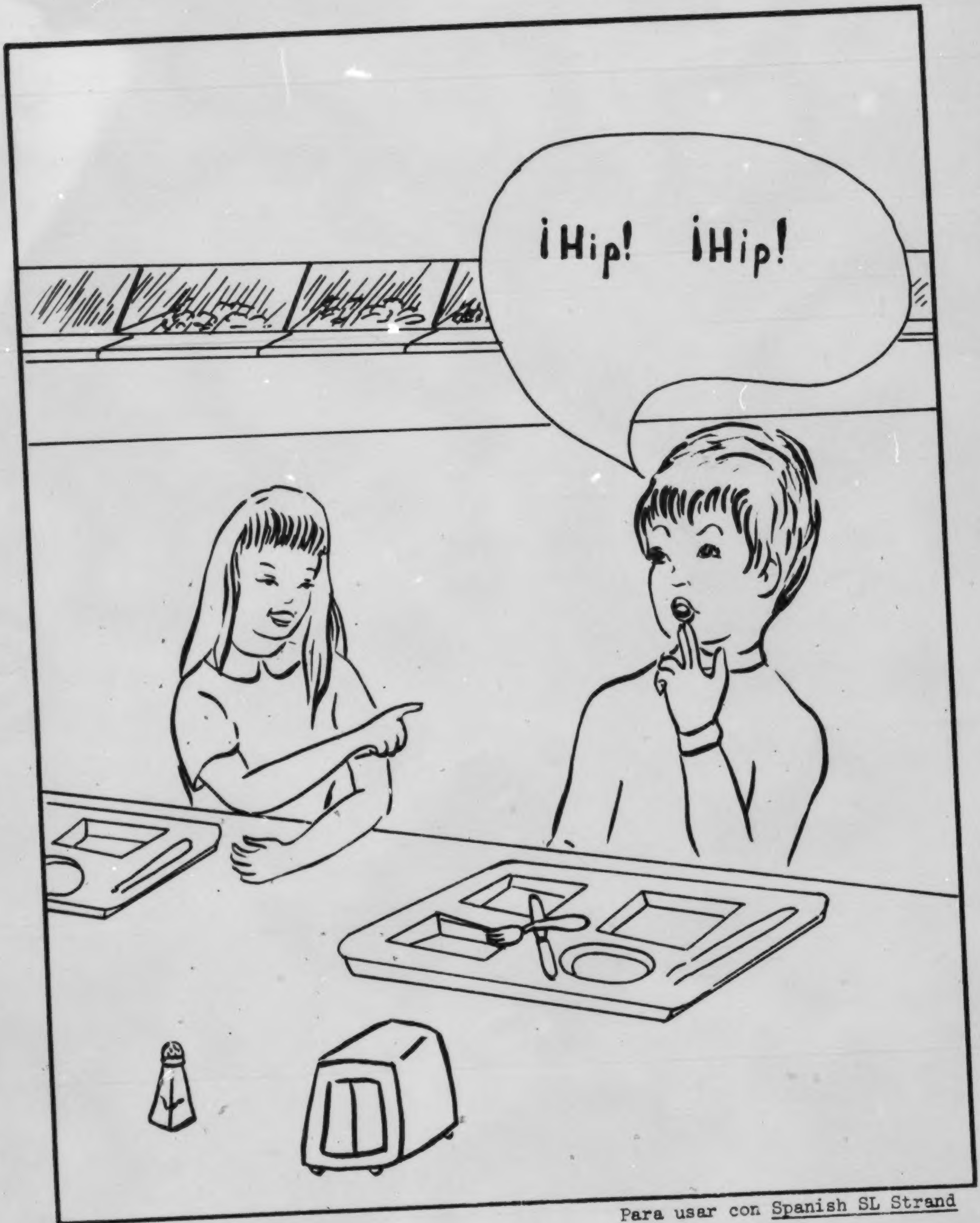
Kit 11, Suplemento

Para usar con Spanish SL Strand



Kit 11, Suplemento

Para usar con Spanish SL Strand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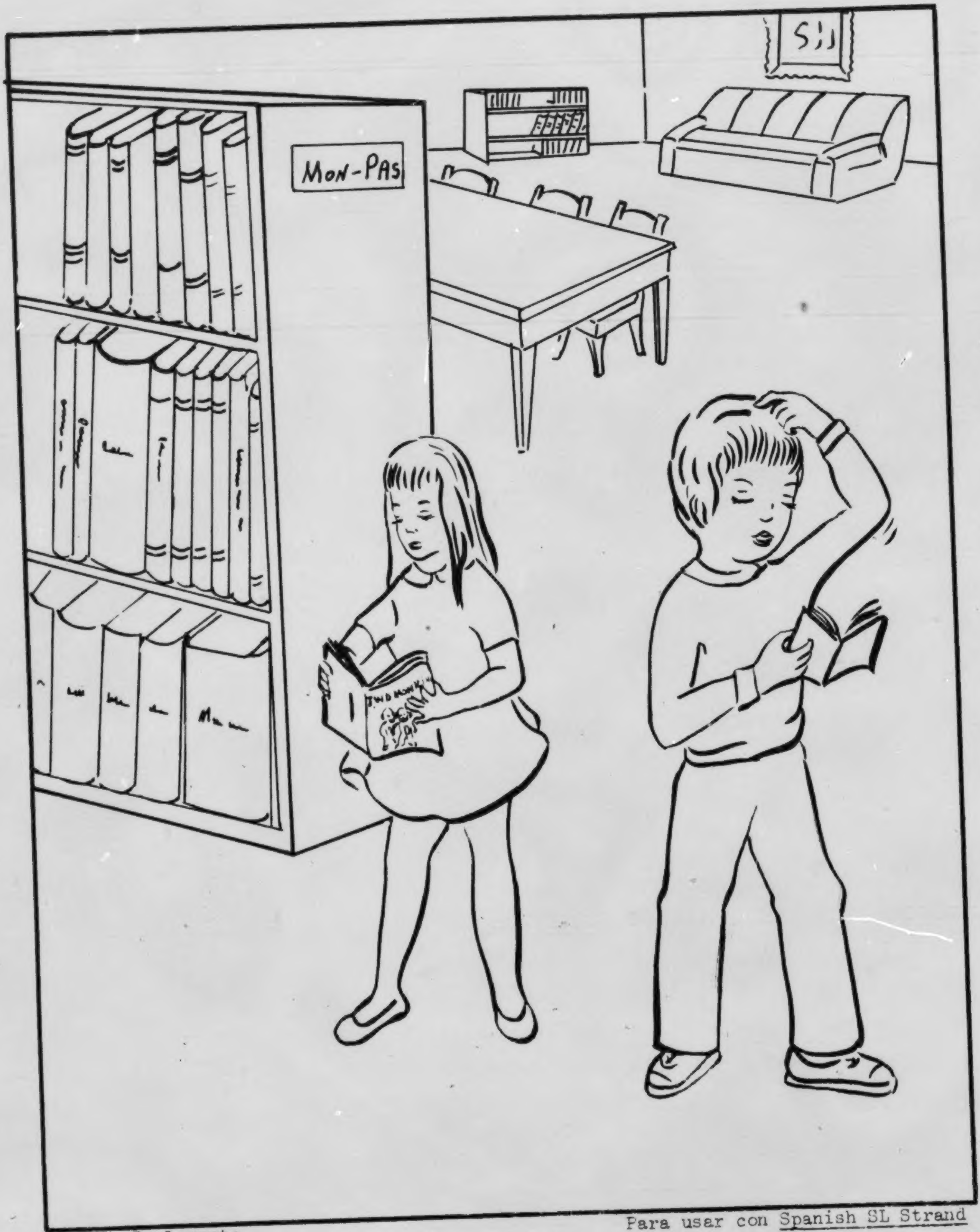
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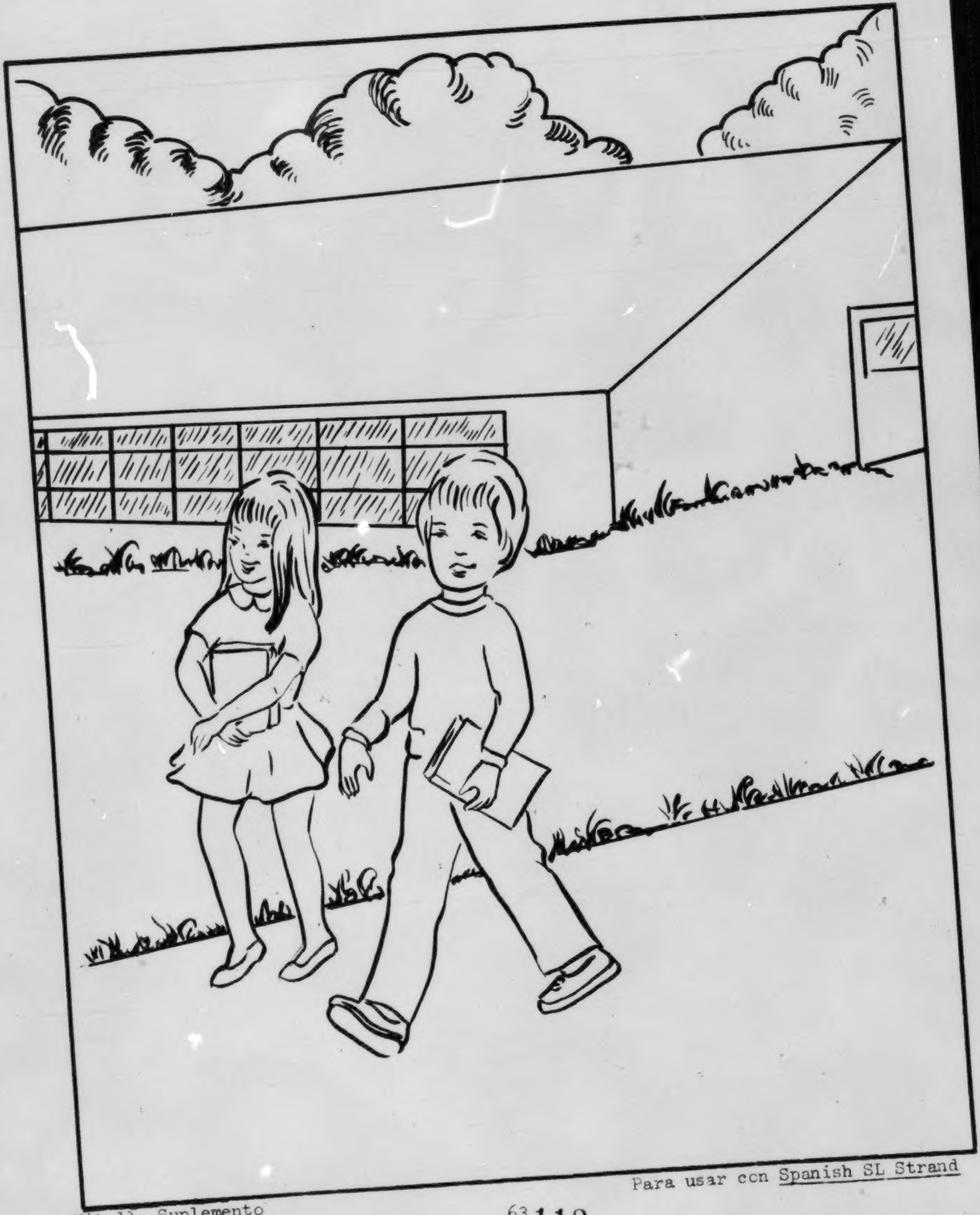

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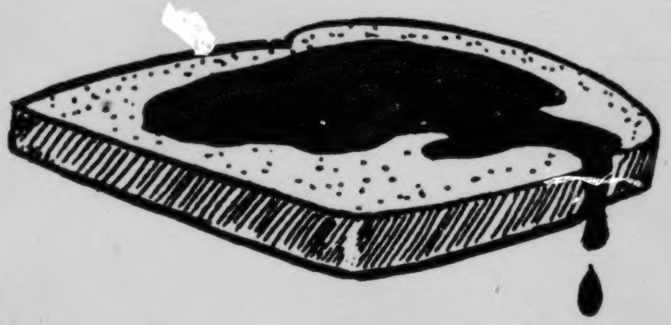

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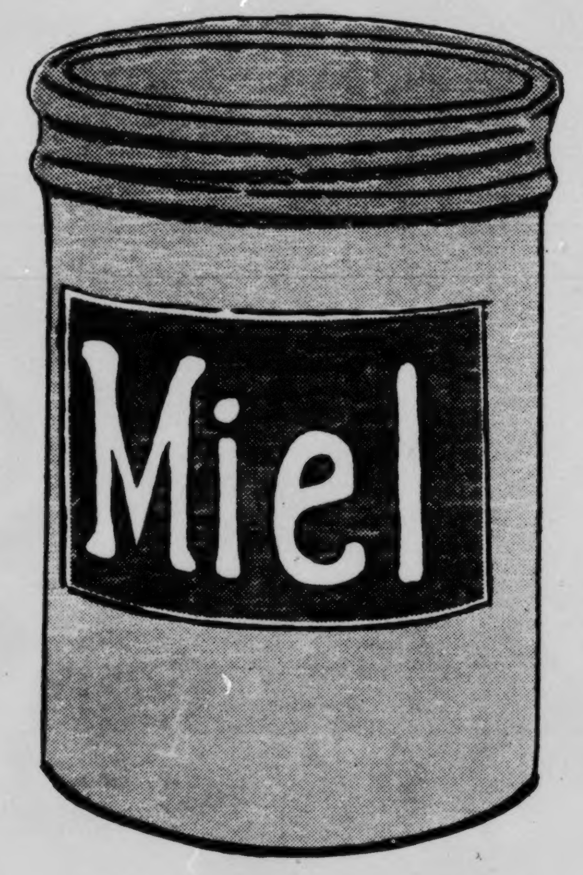

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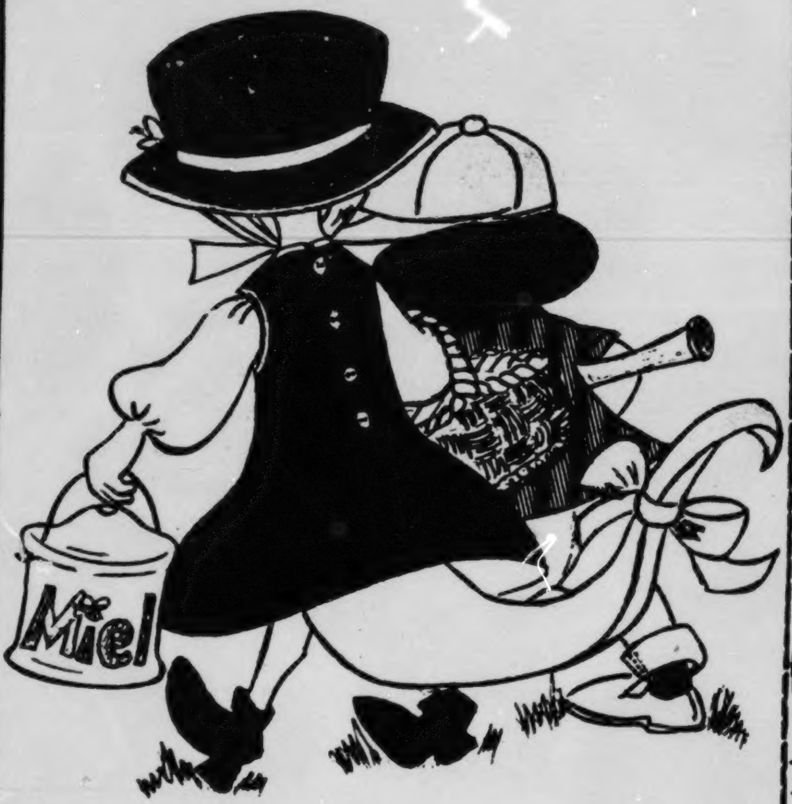

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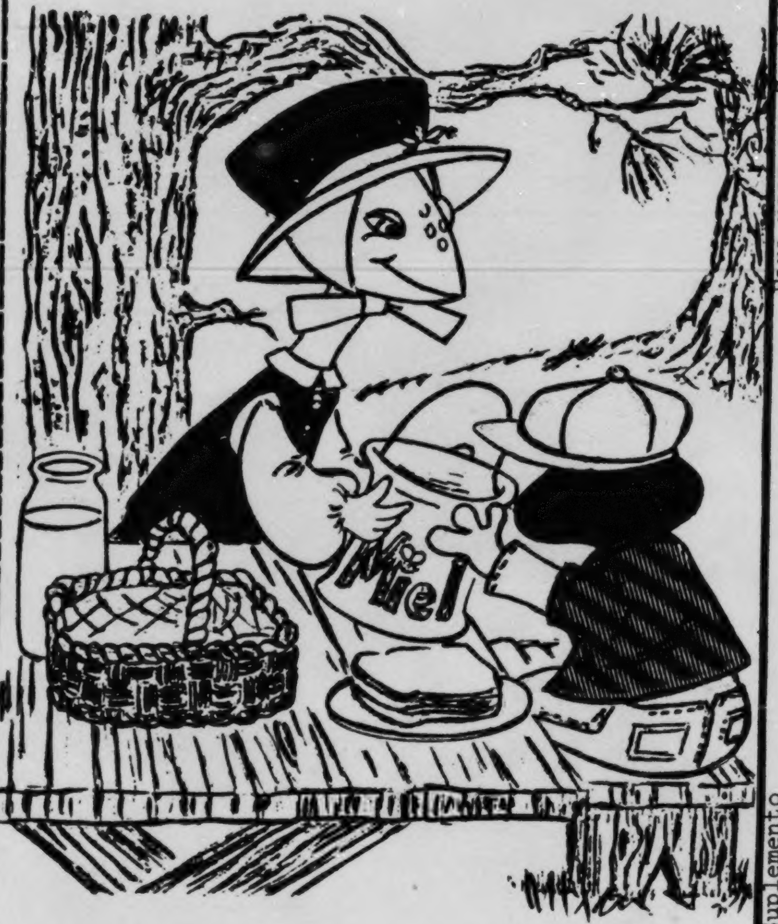

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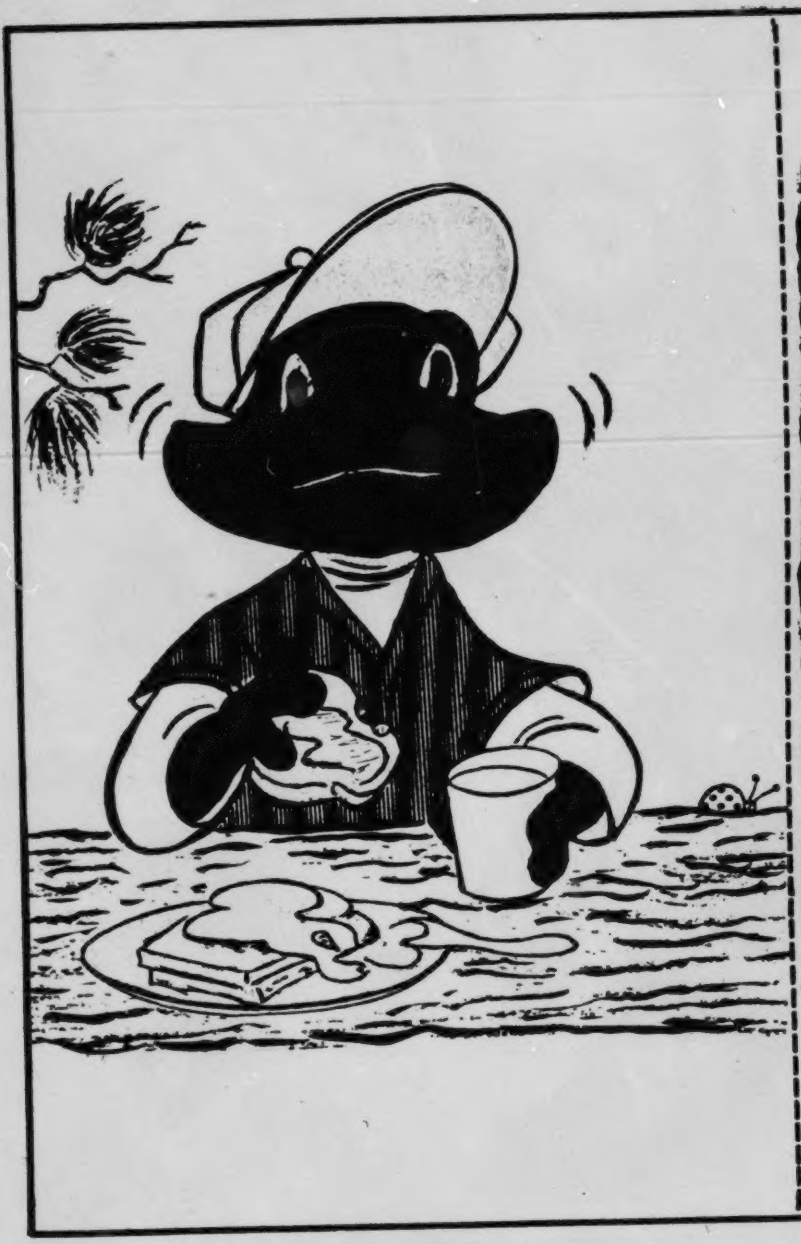

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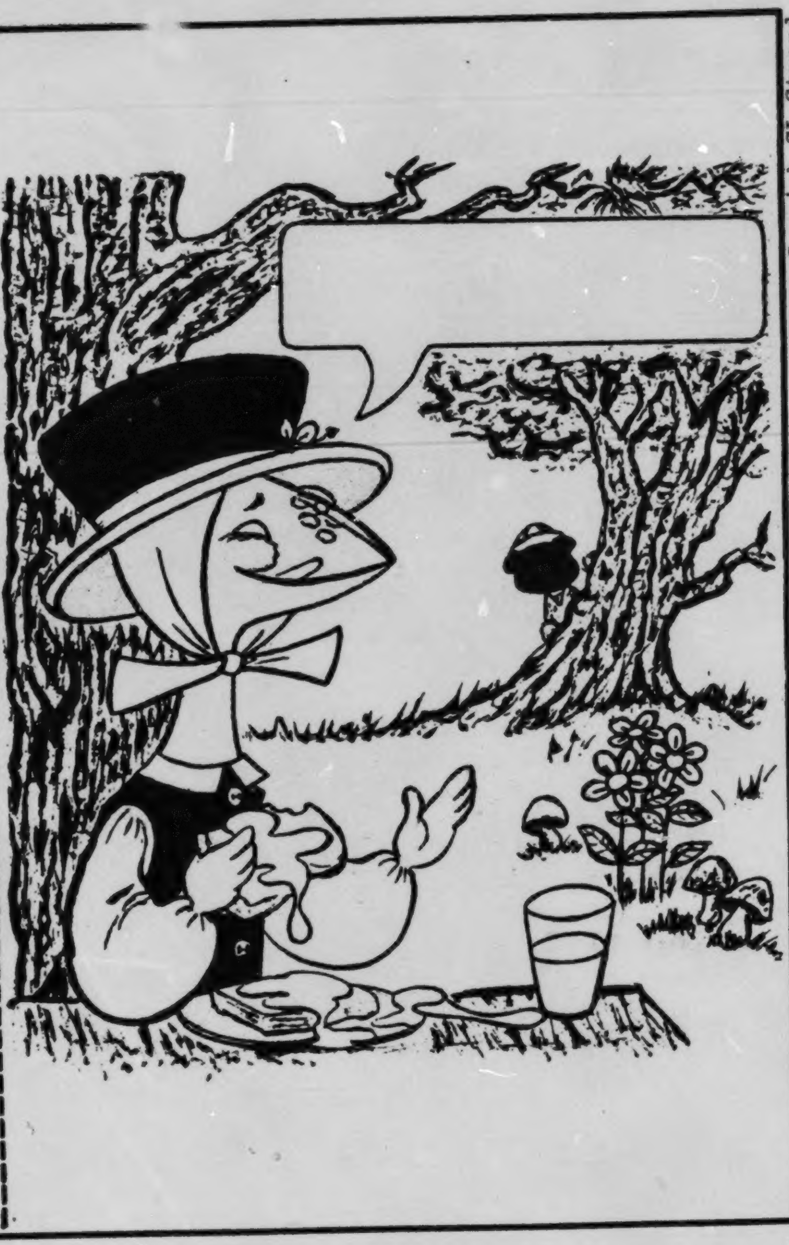

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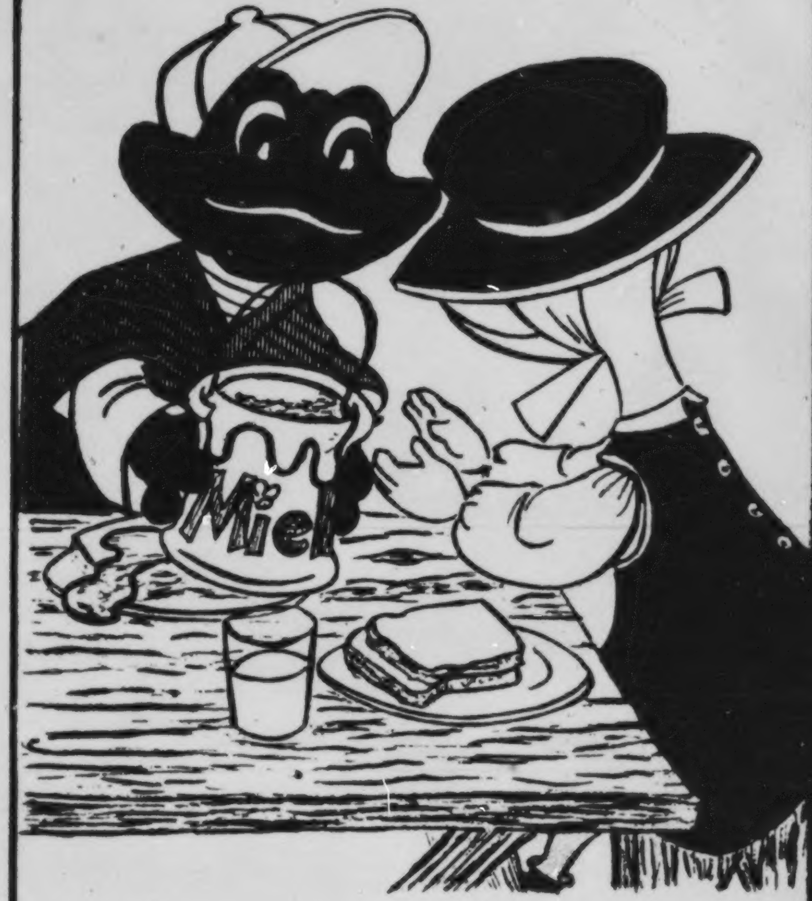
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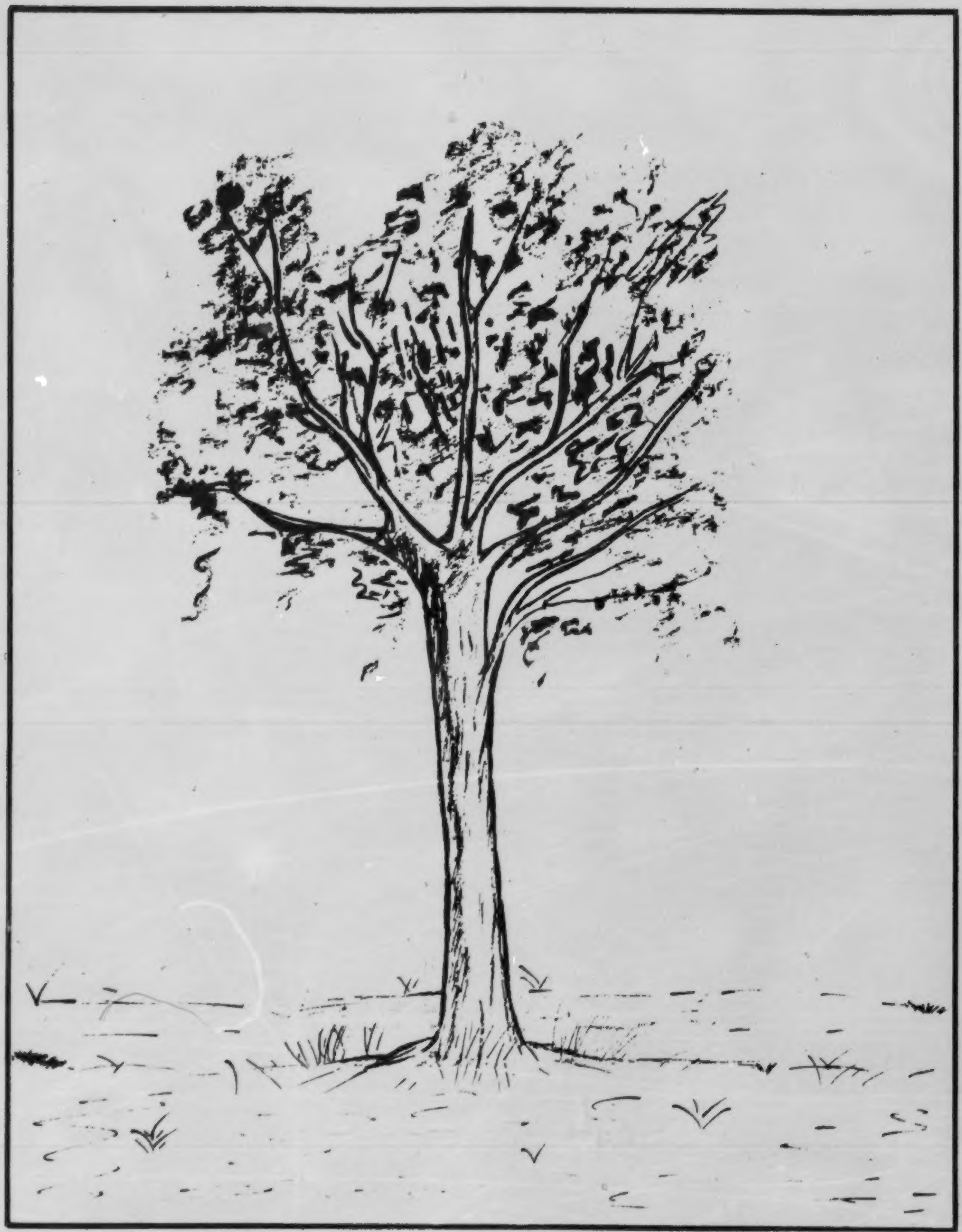

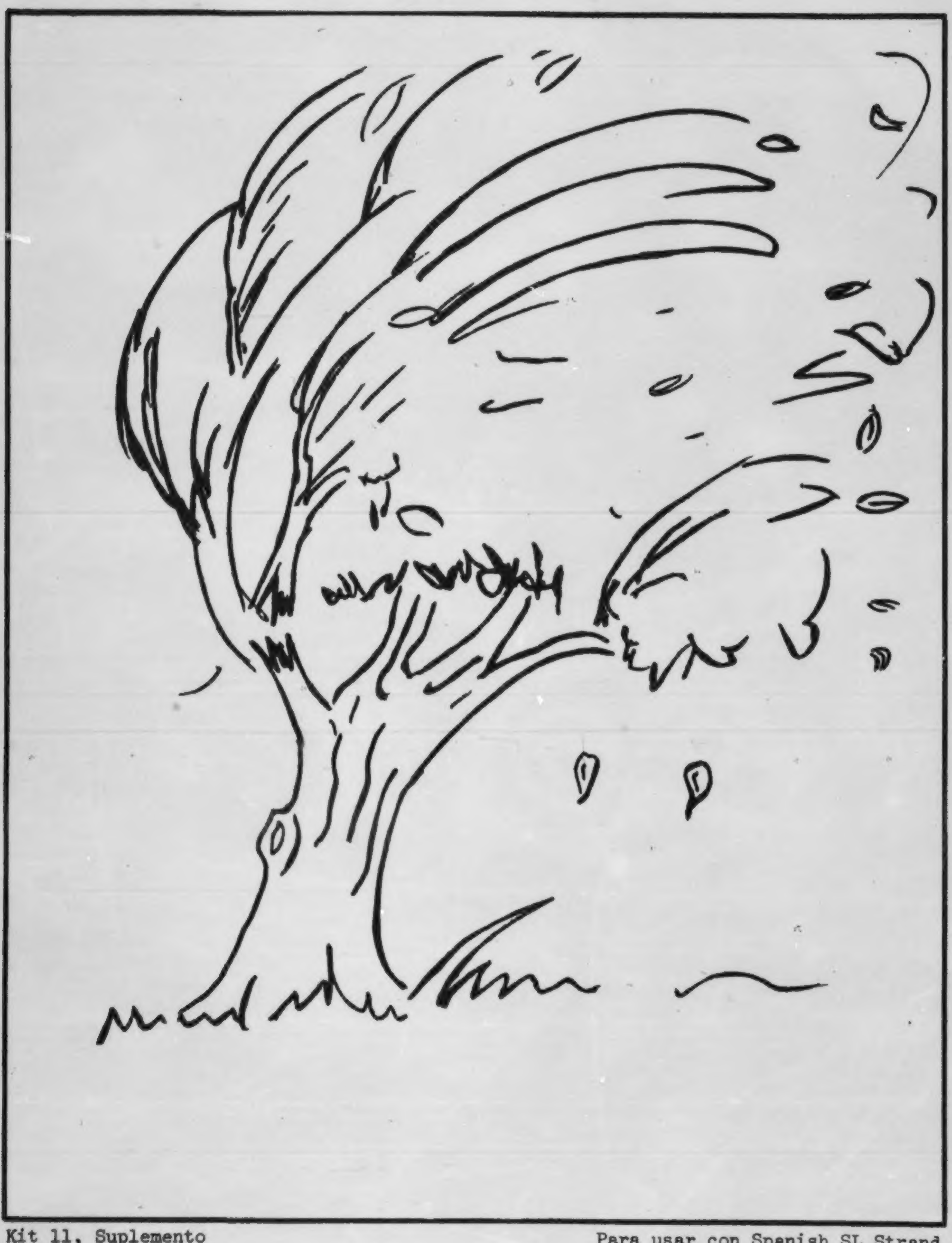

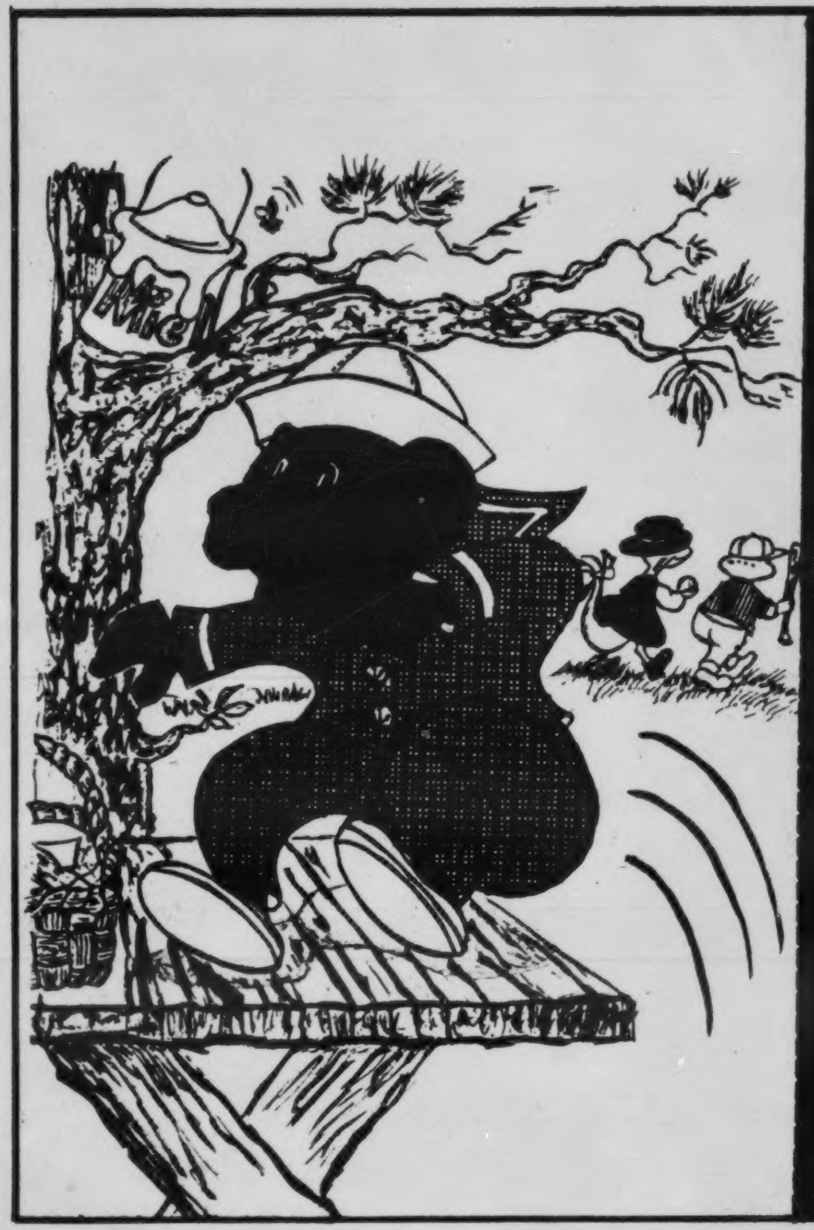

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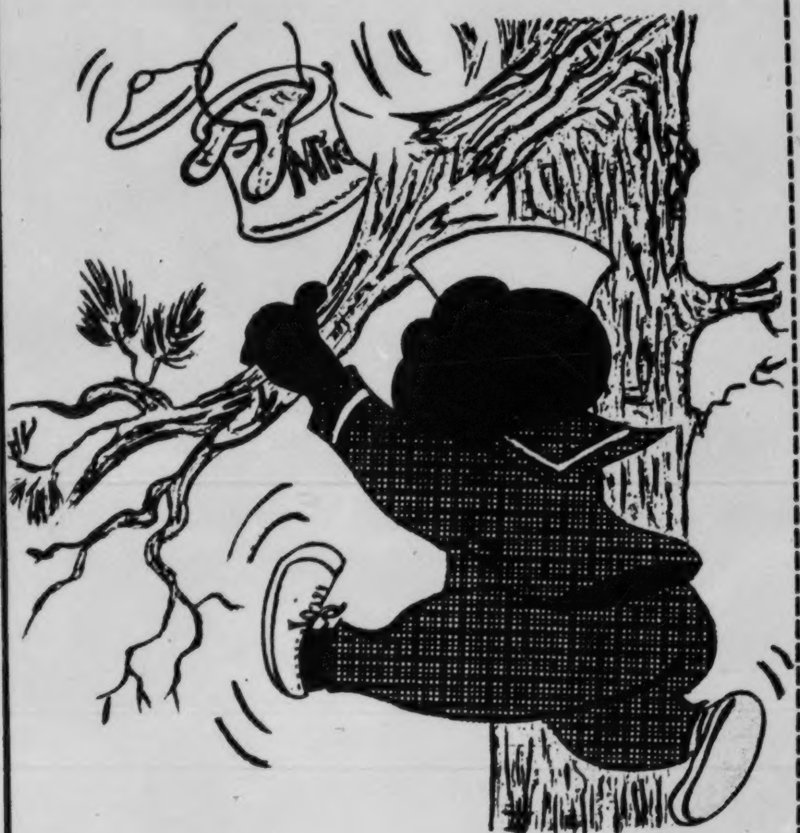

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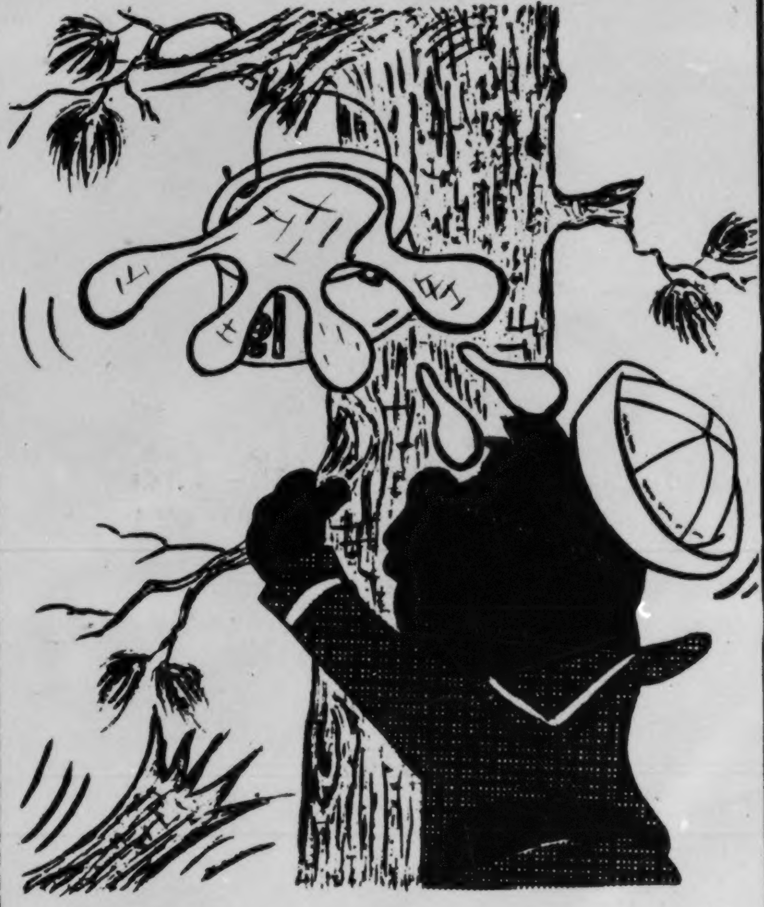

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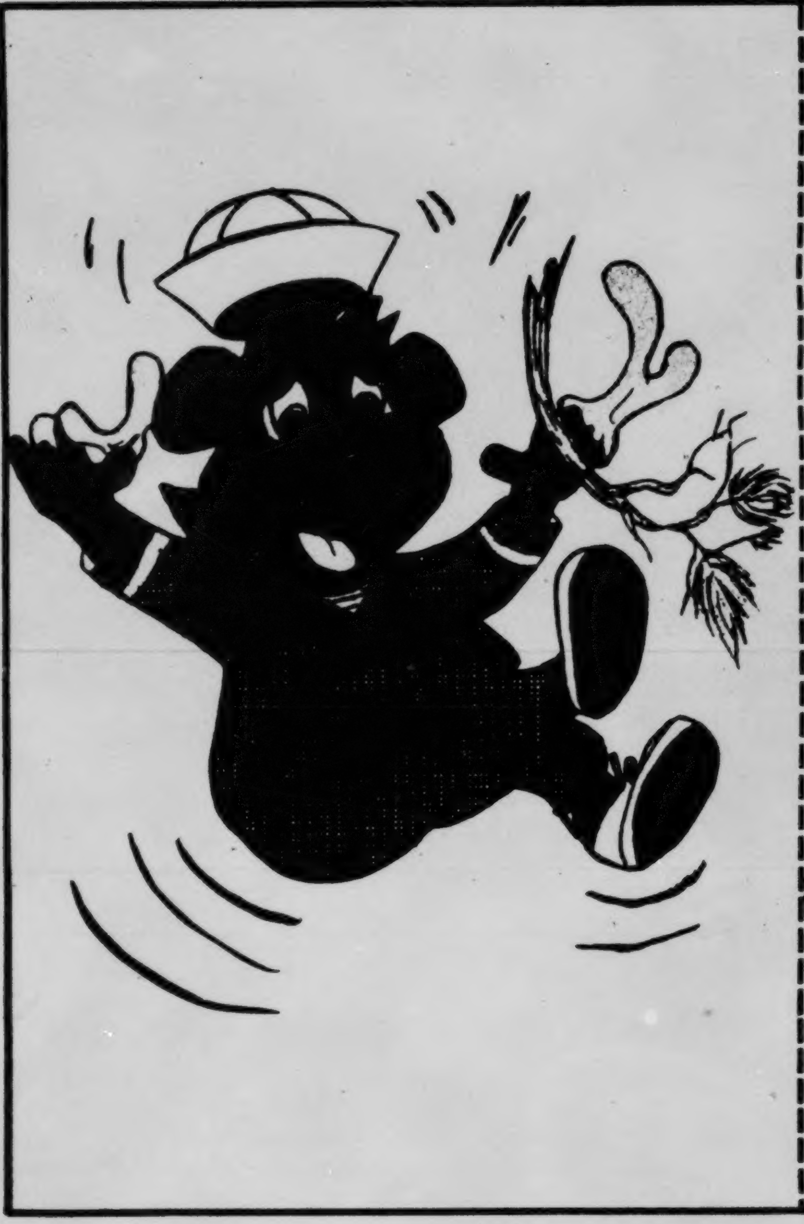

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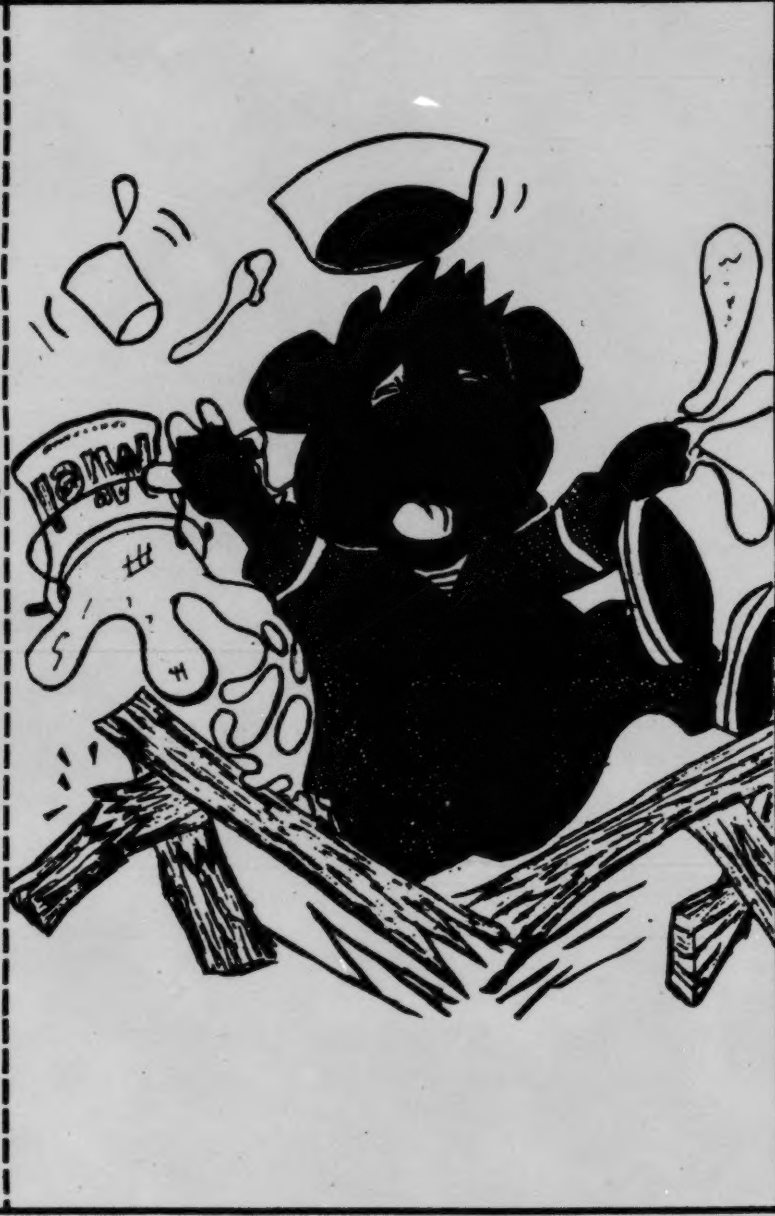

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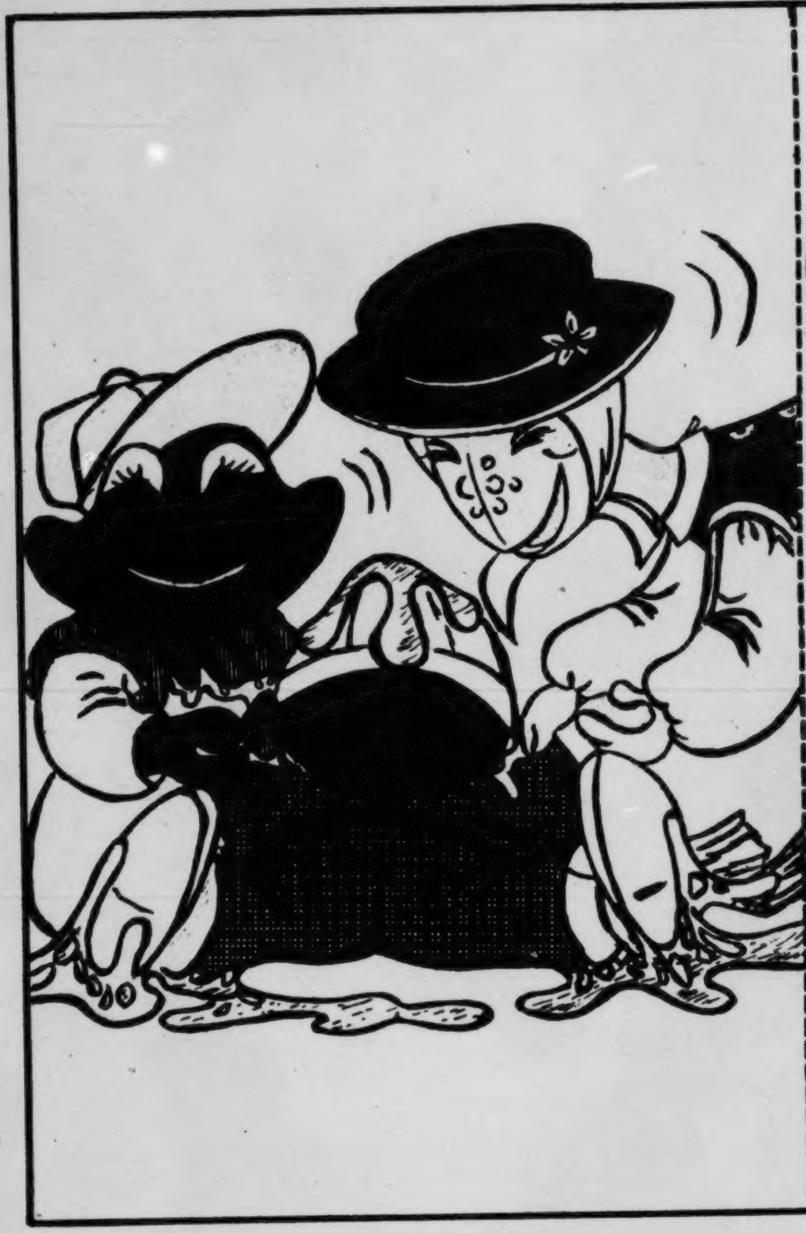

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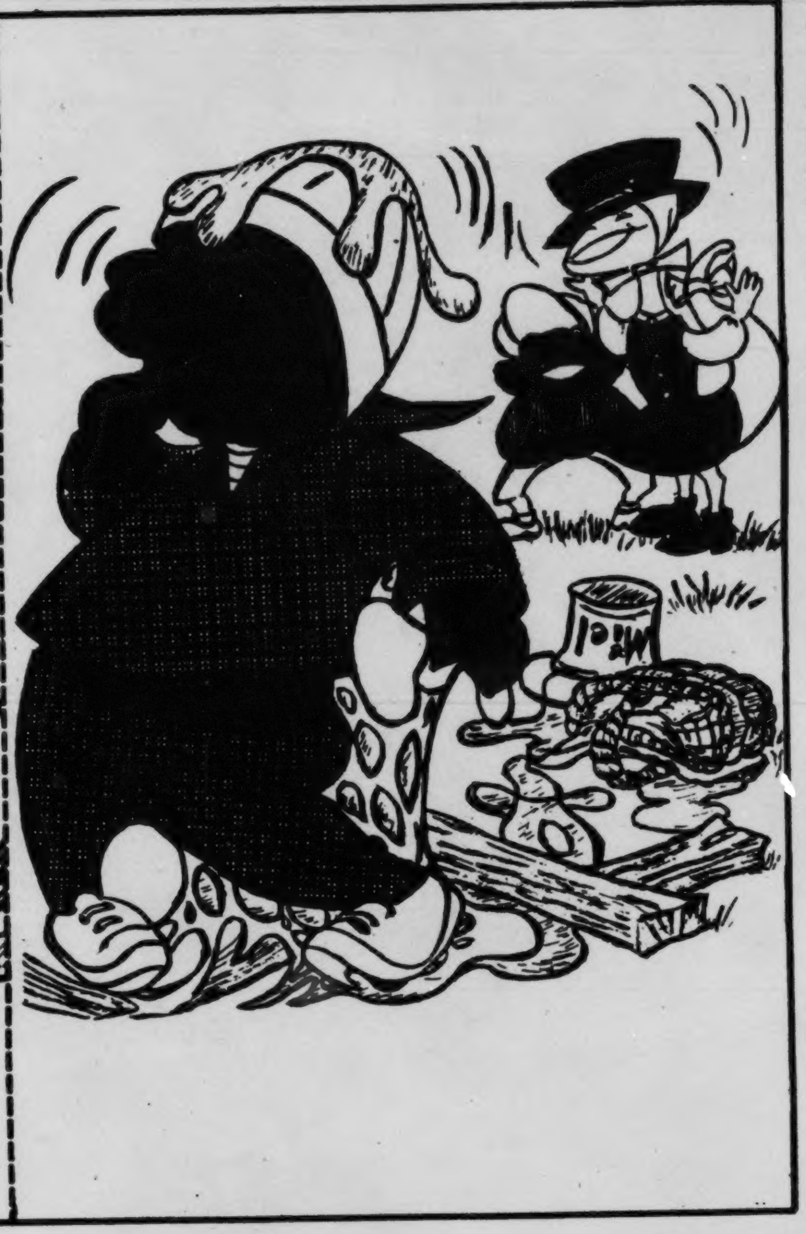

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KIT 12

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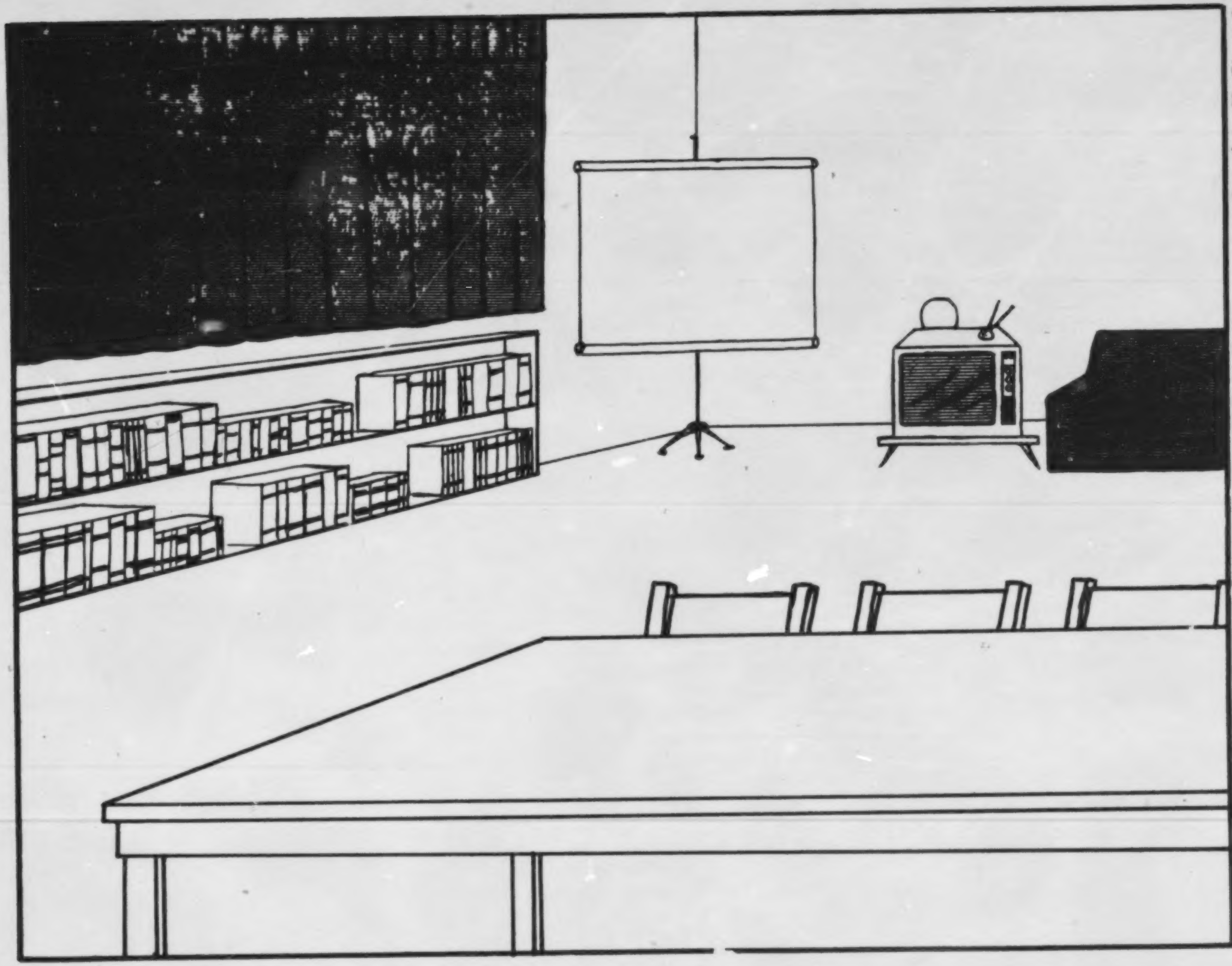

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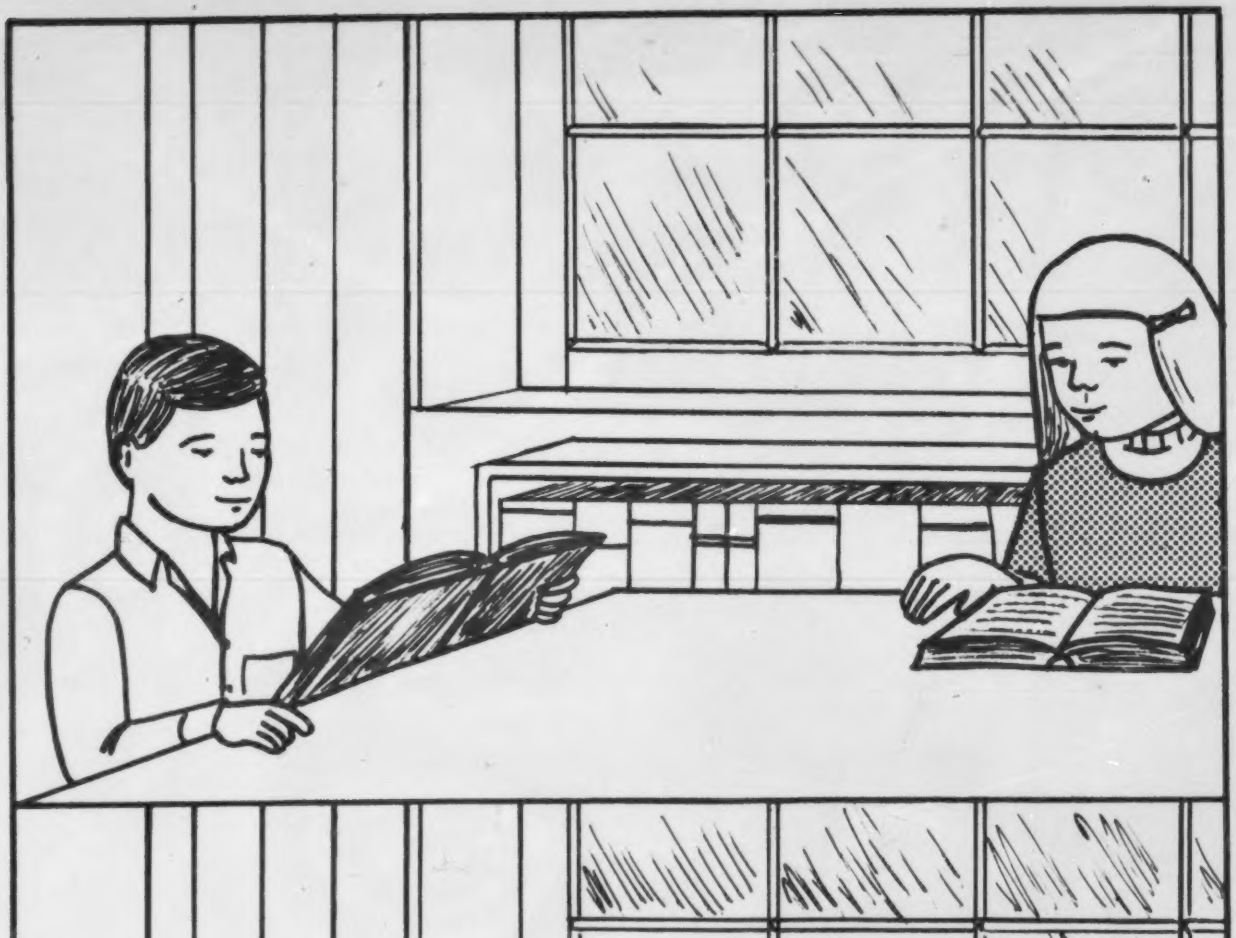

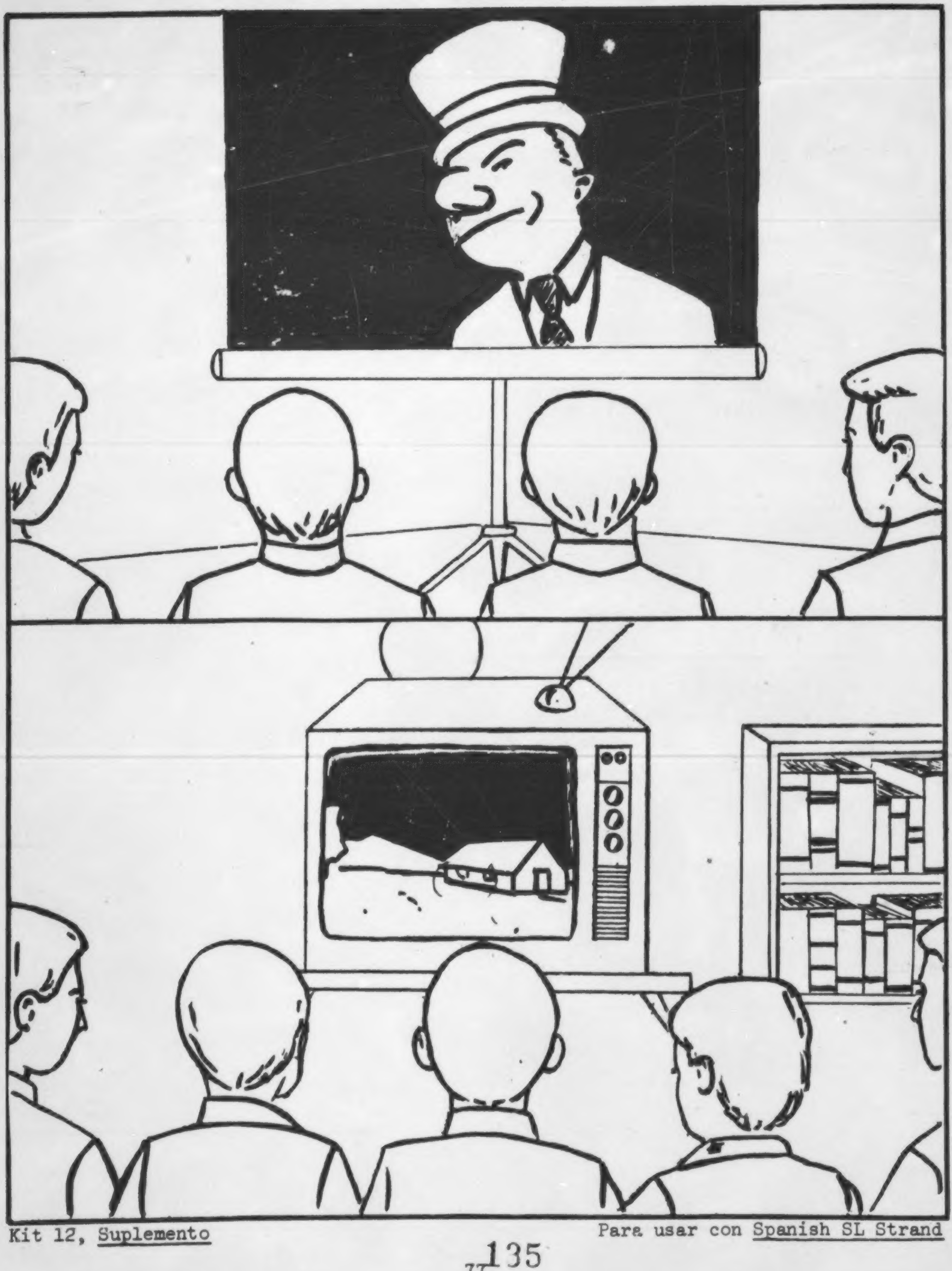

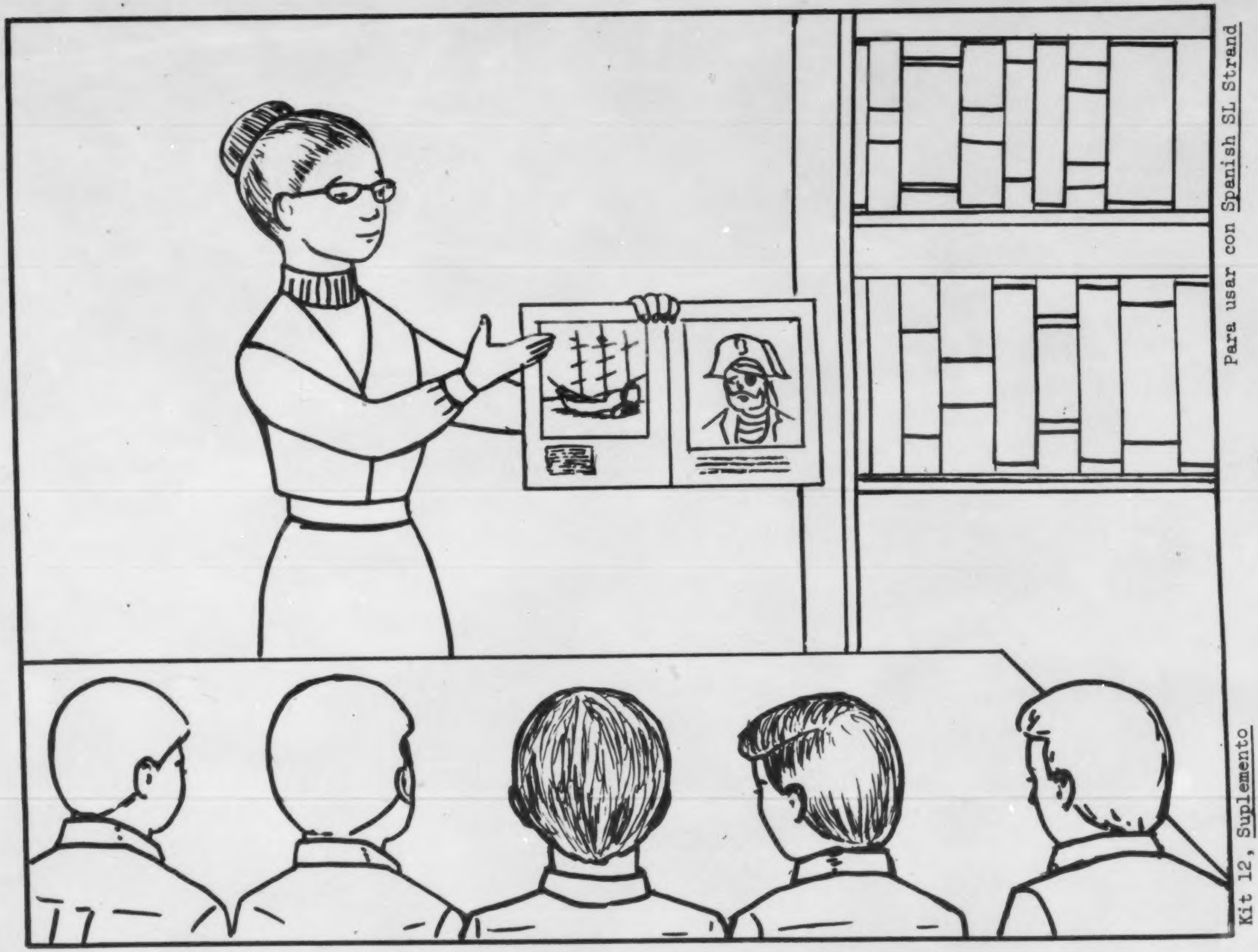

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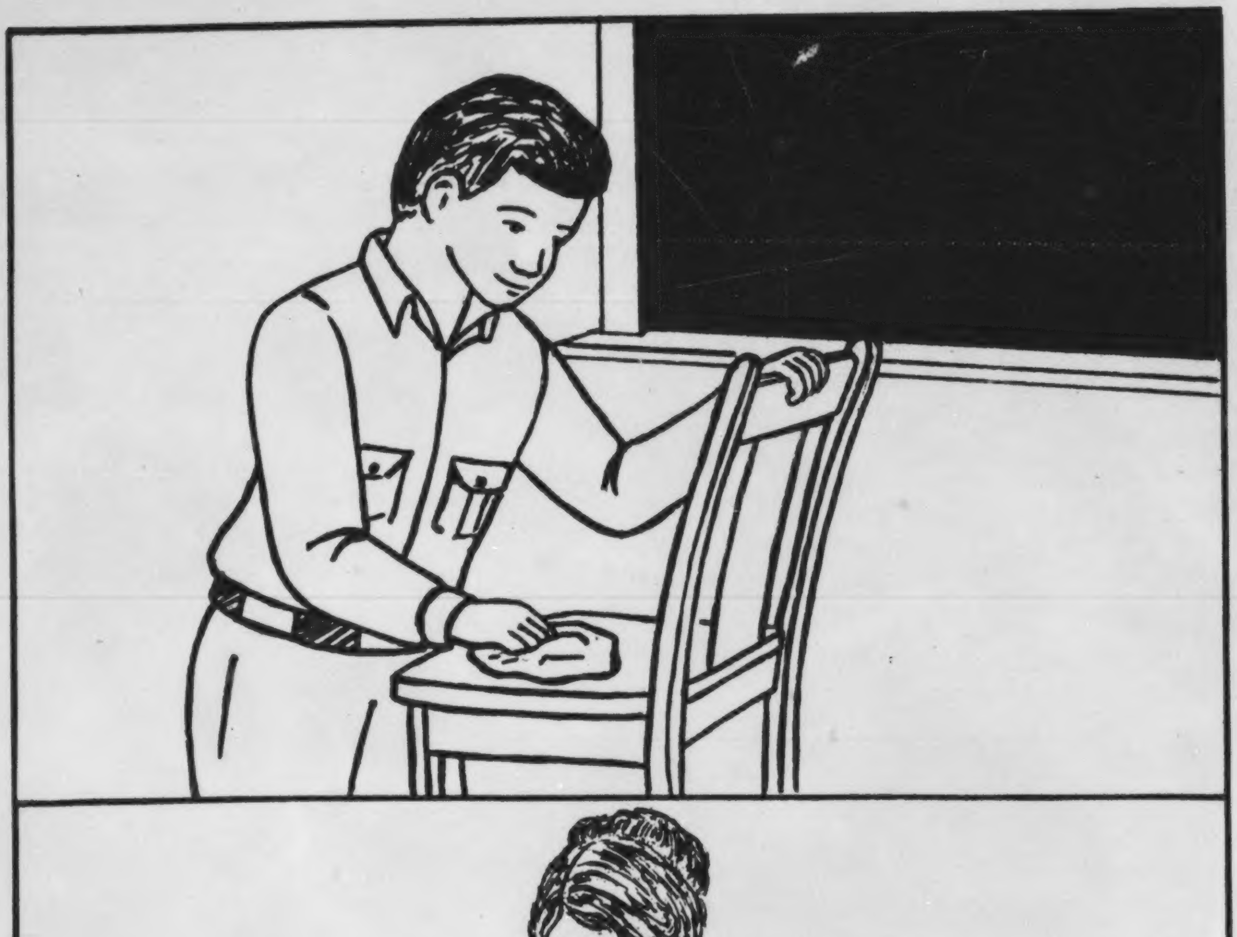

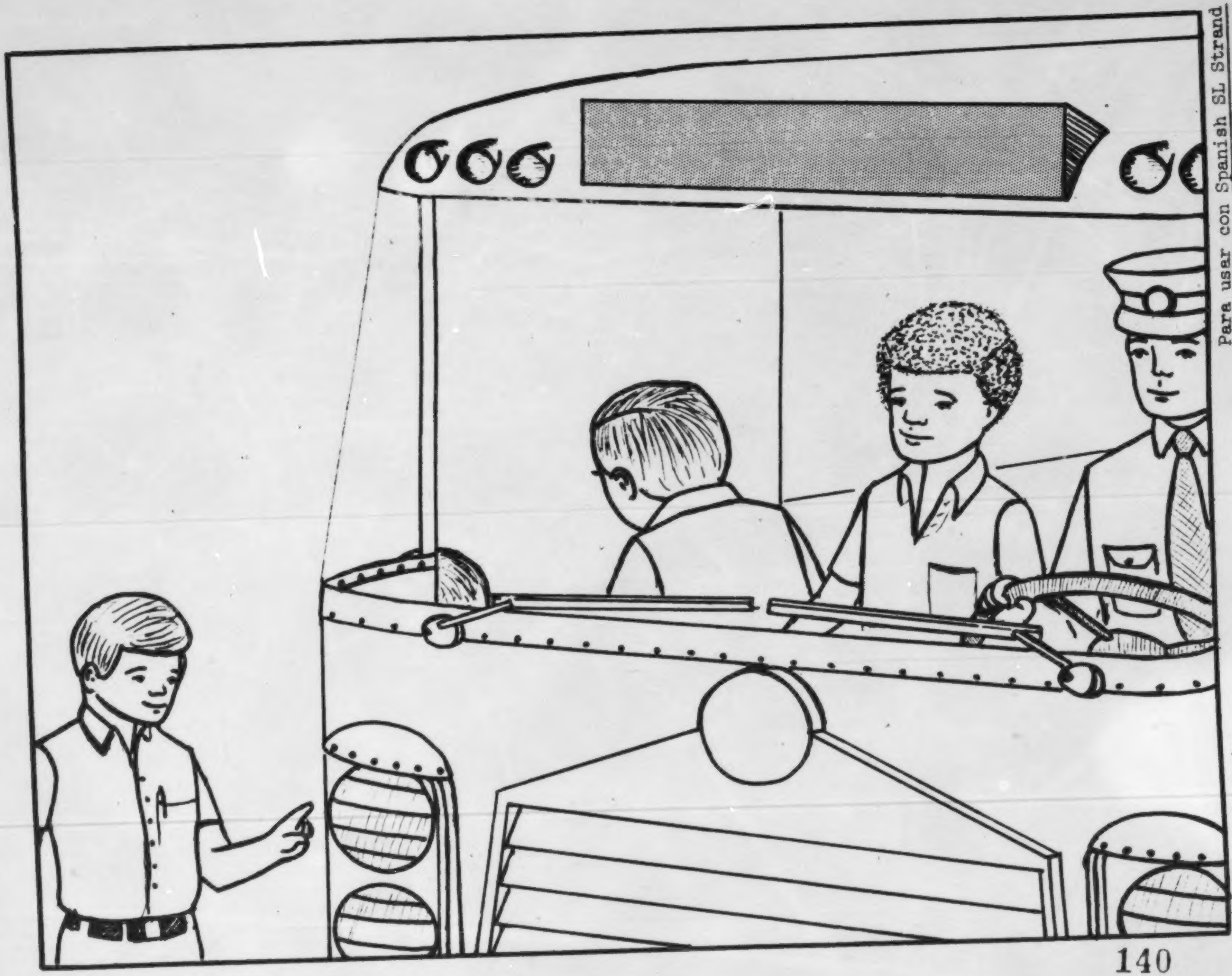

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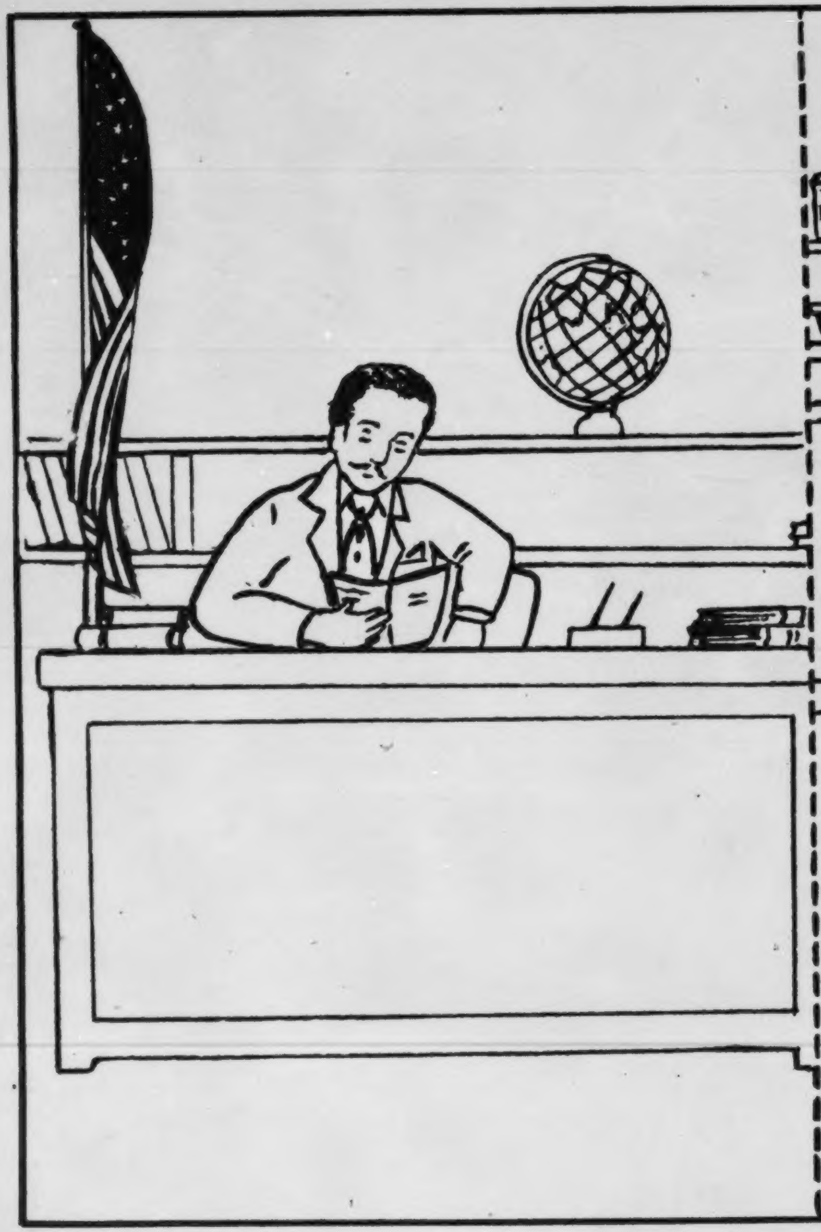
Kit 12, Suplemento Para usar con Spanish SL Strand



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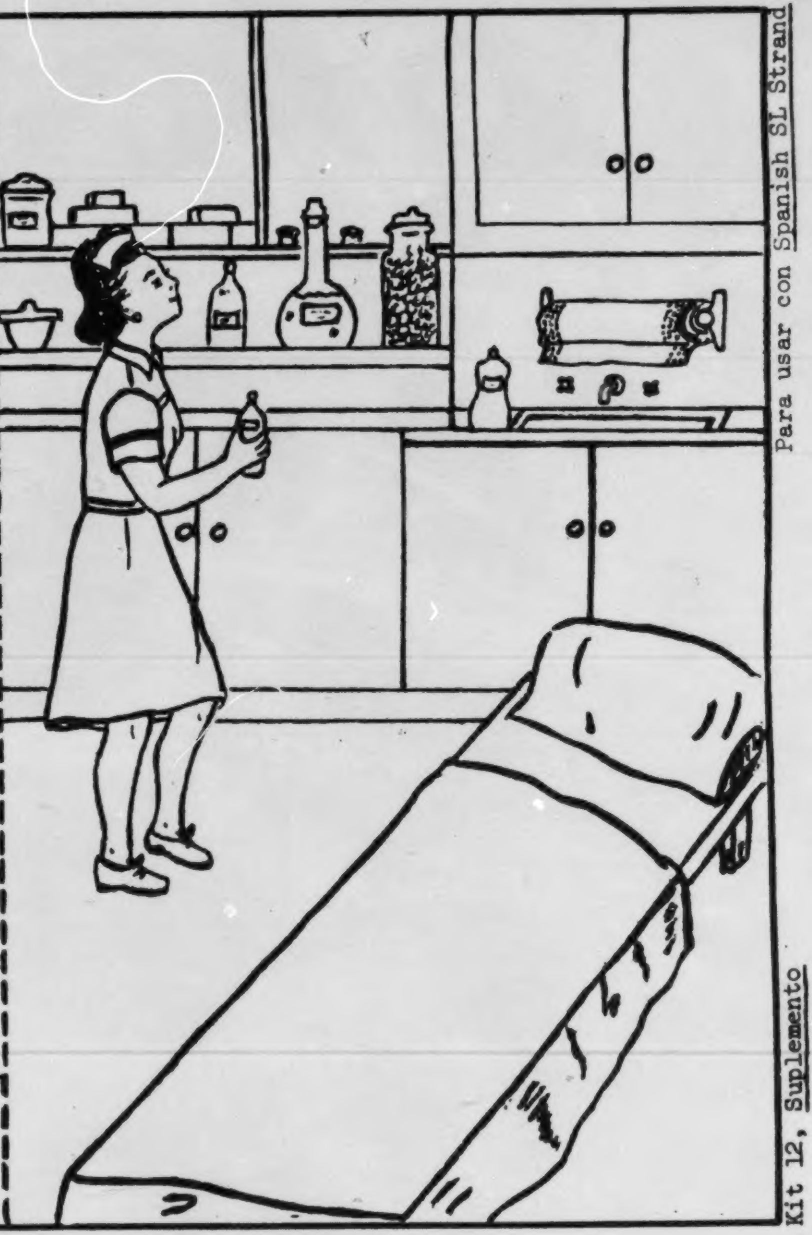

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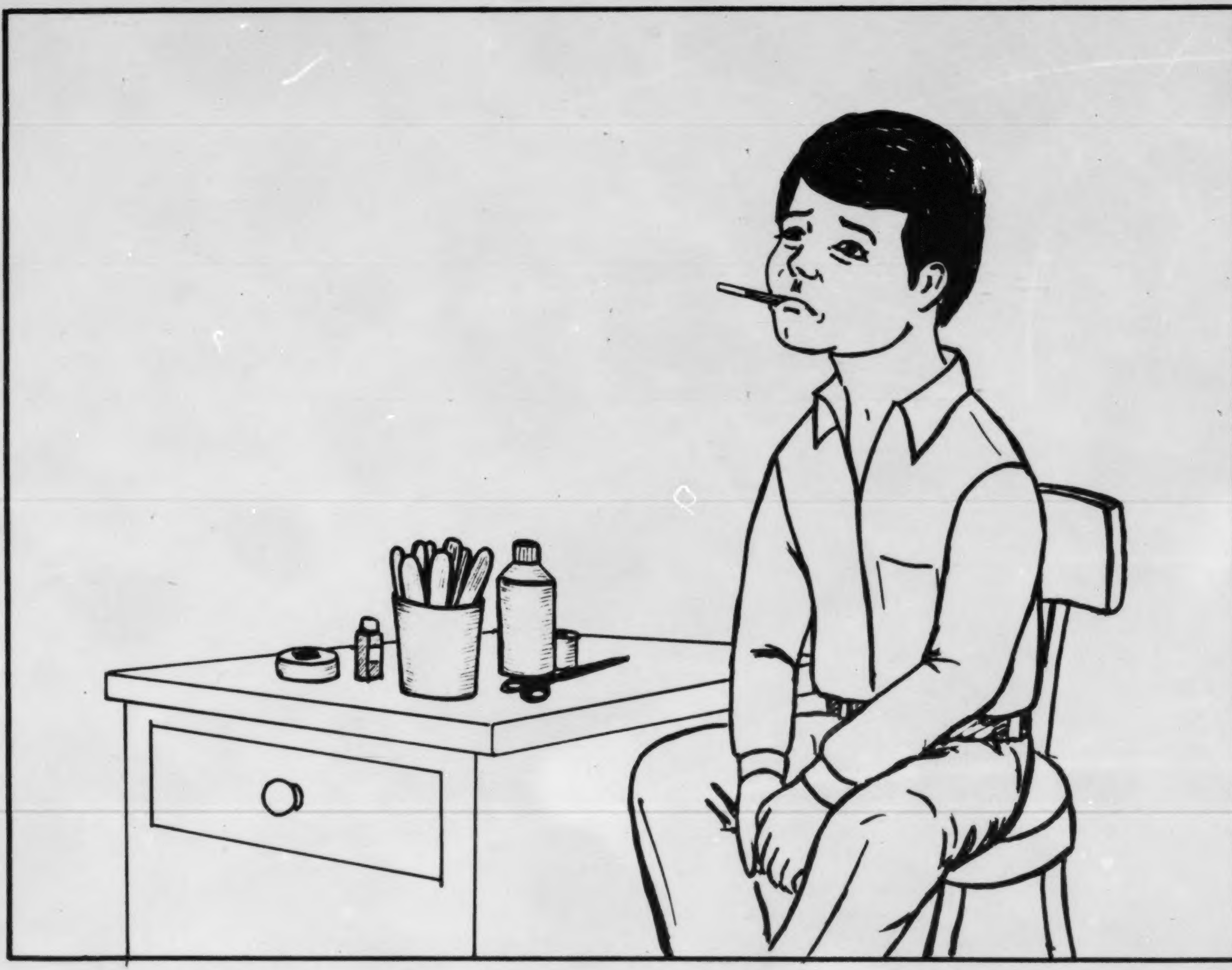
Kit 12, Suplemento

Para usar con Spanish SL Strand



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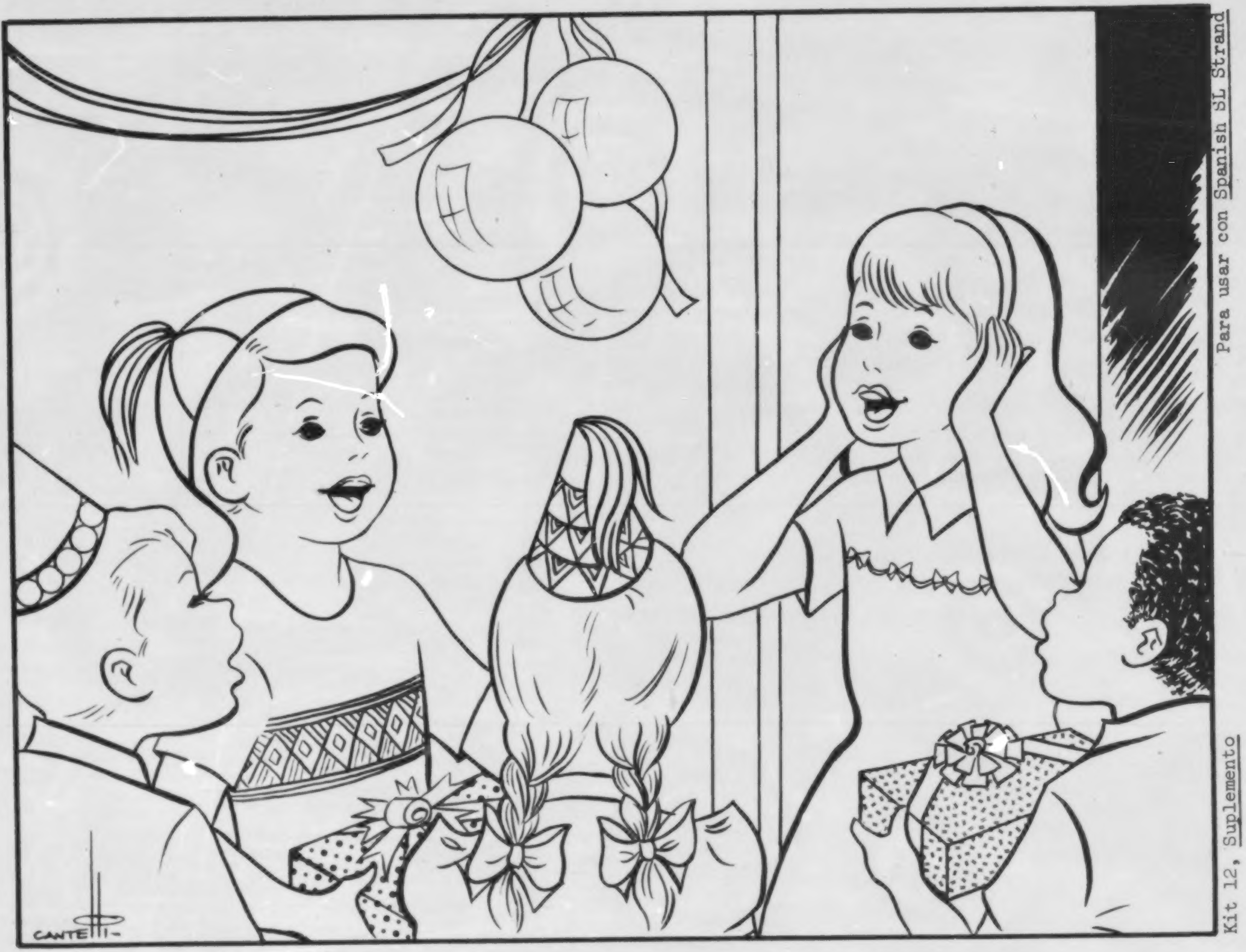

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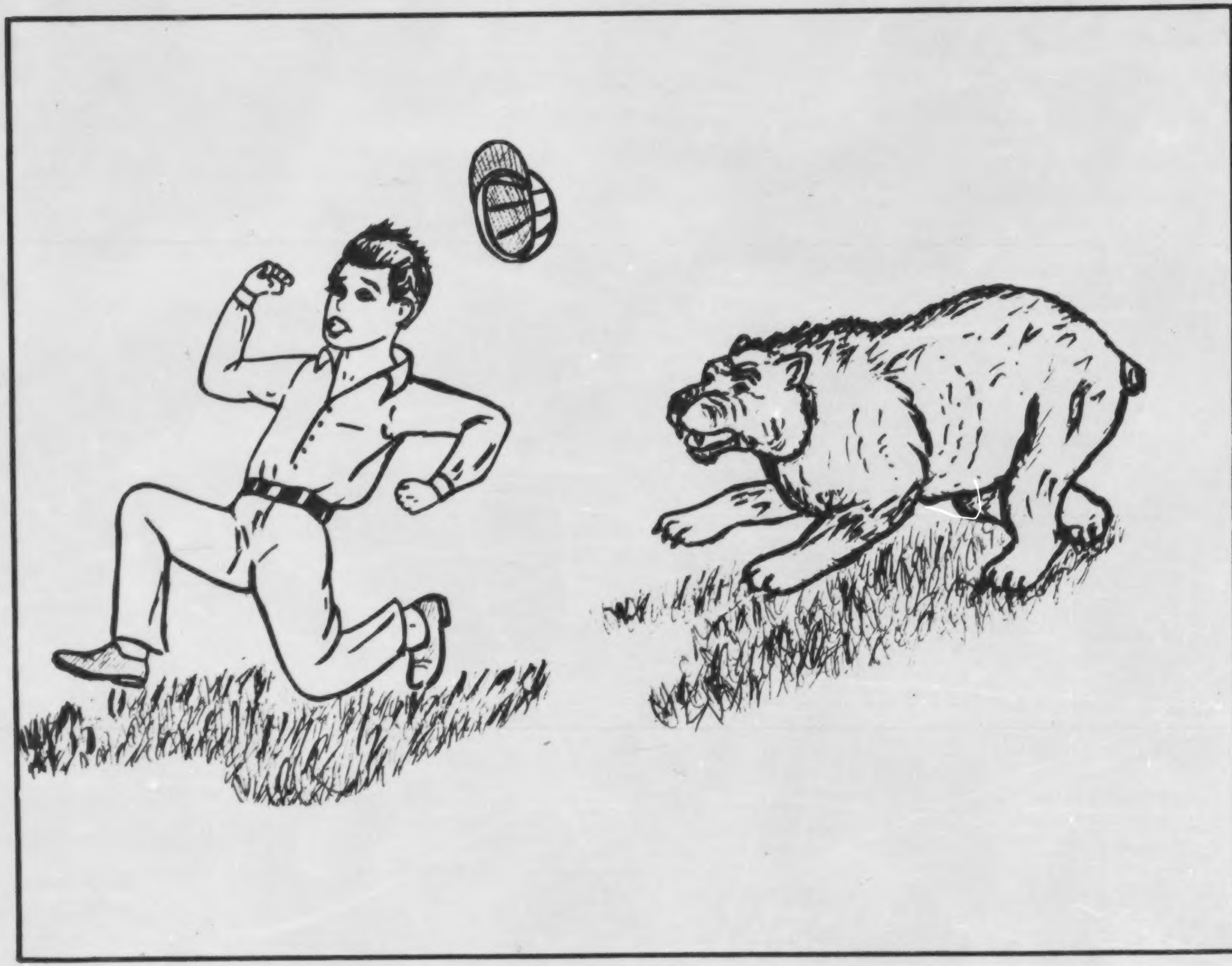

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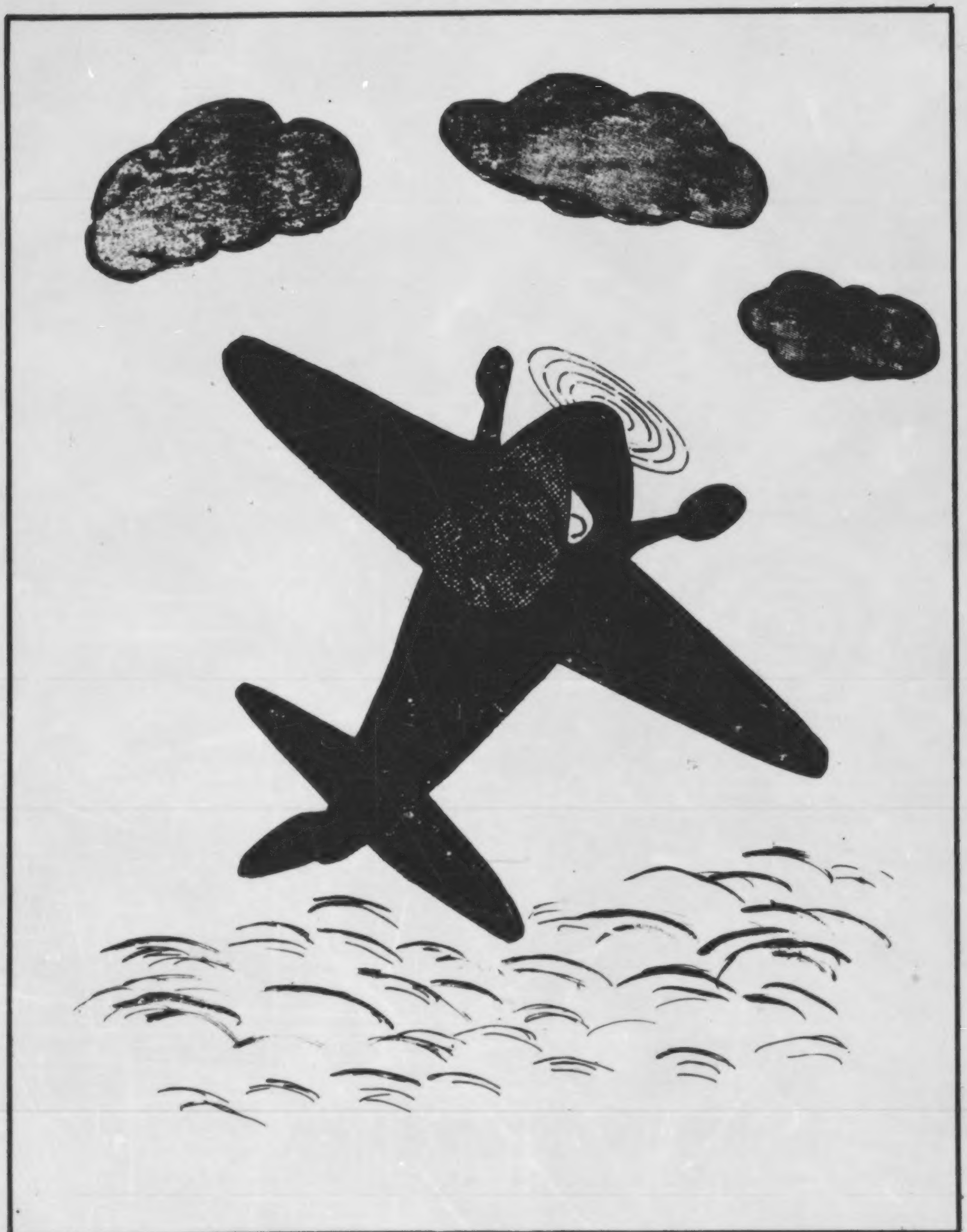

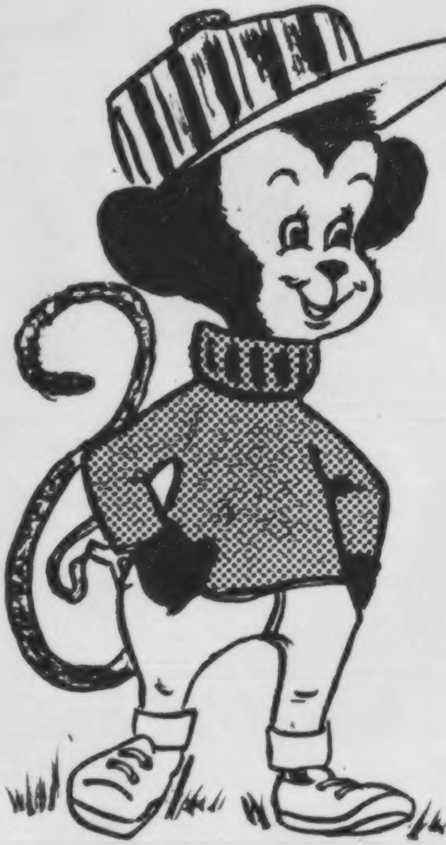

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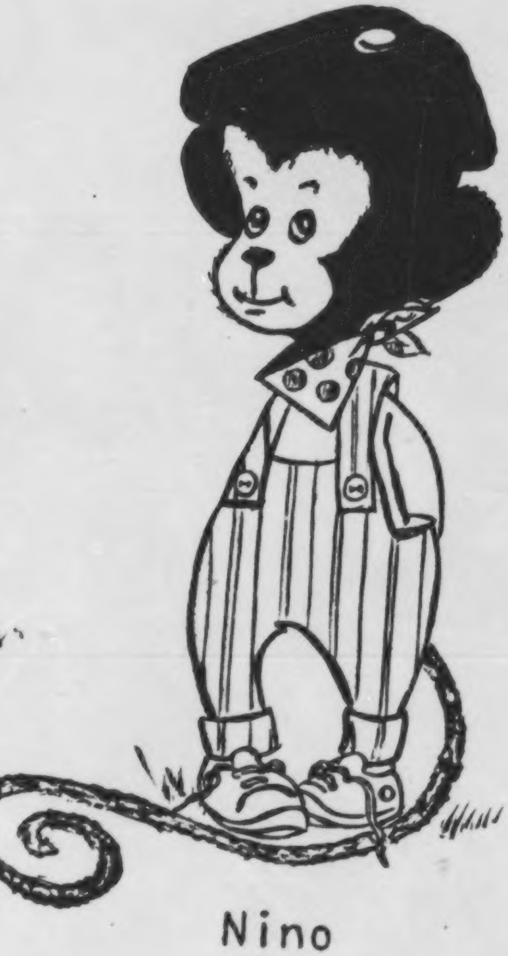

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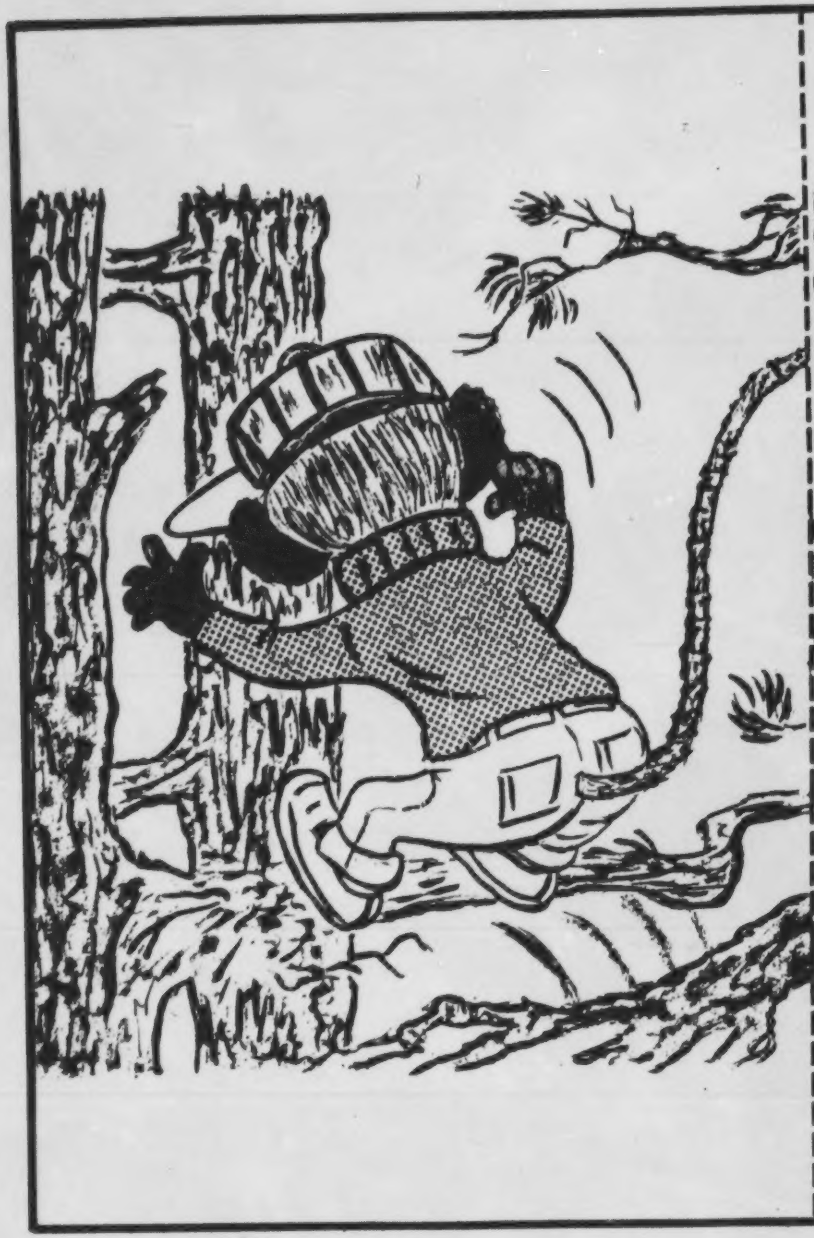

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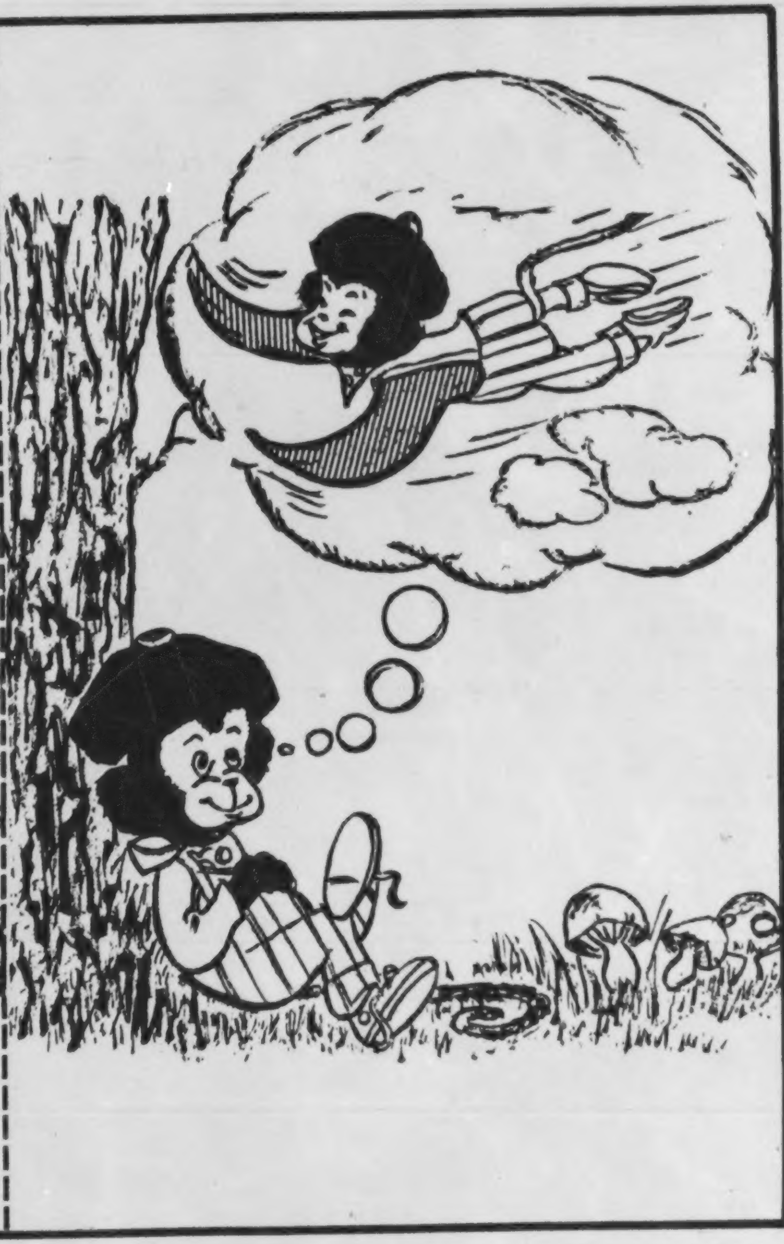

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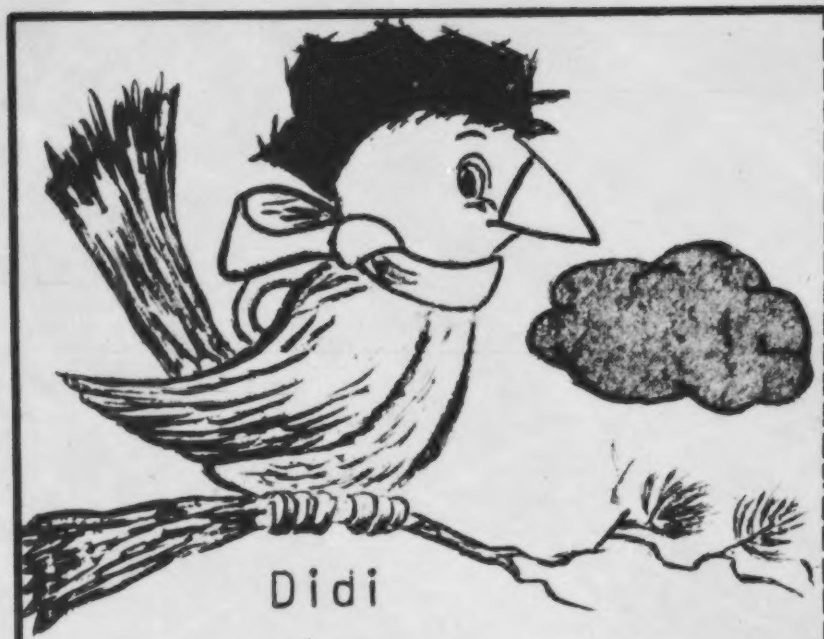

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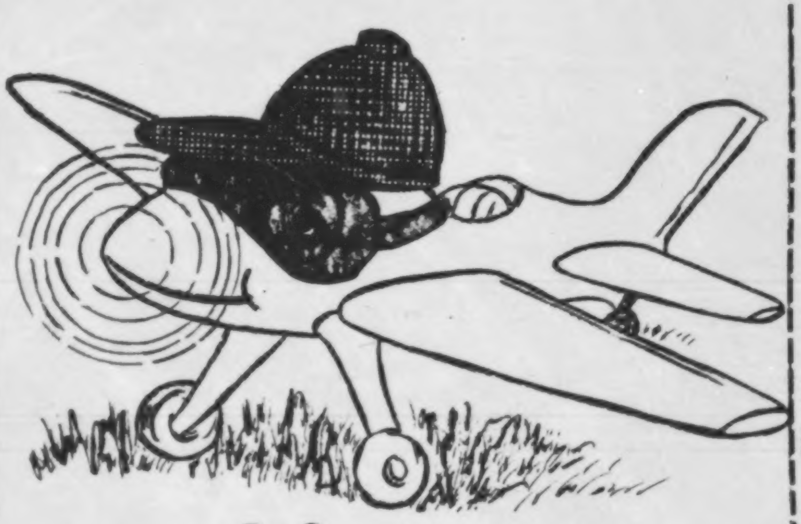

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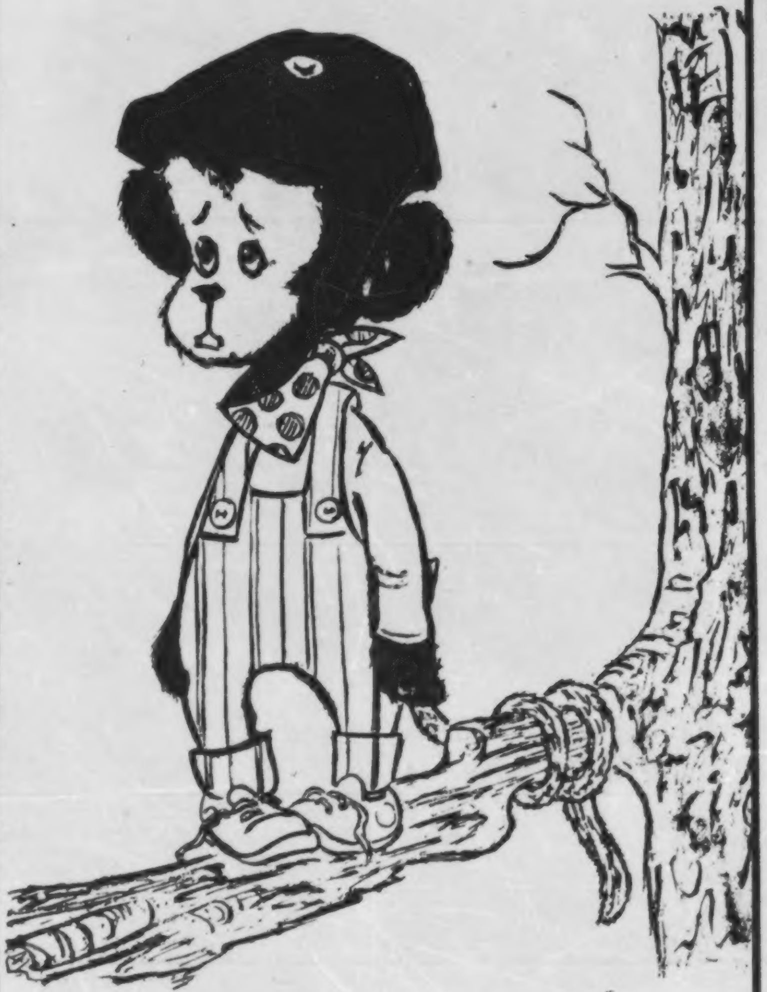

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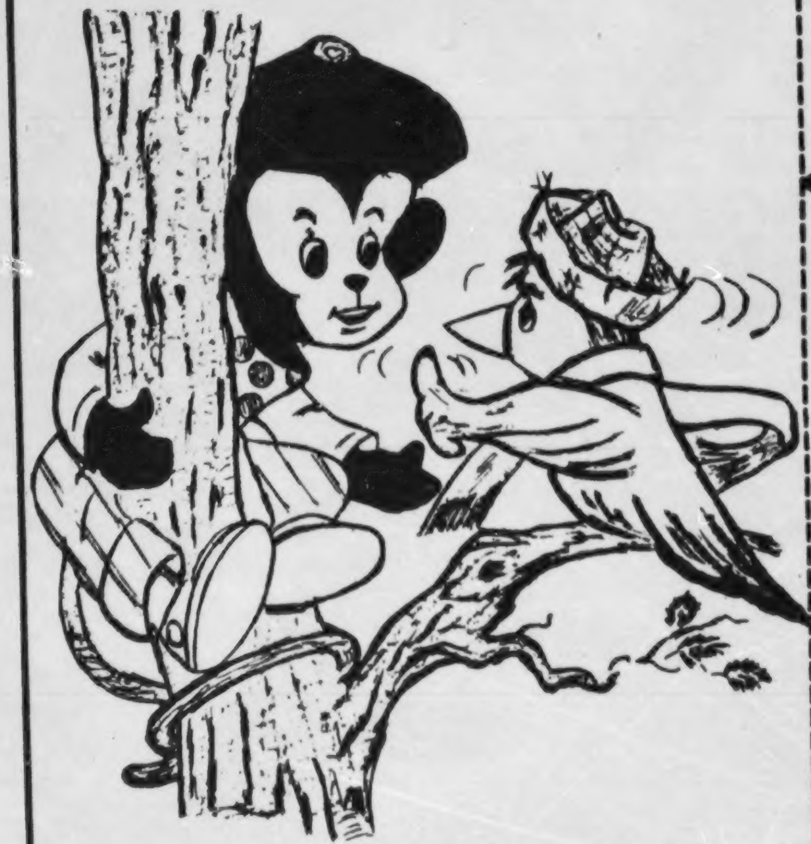

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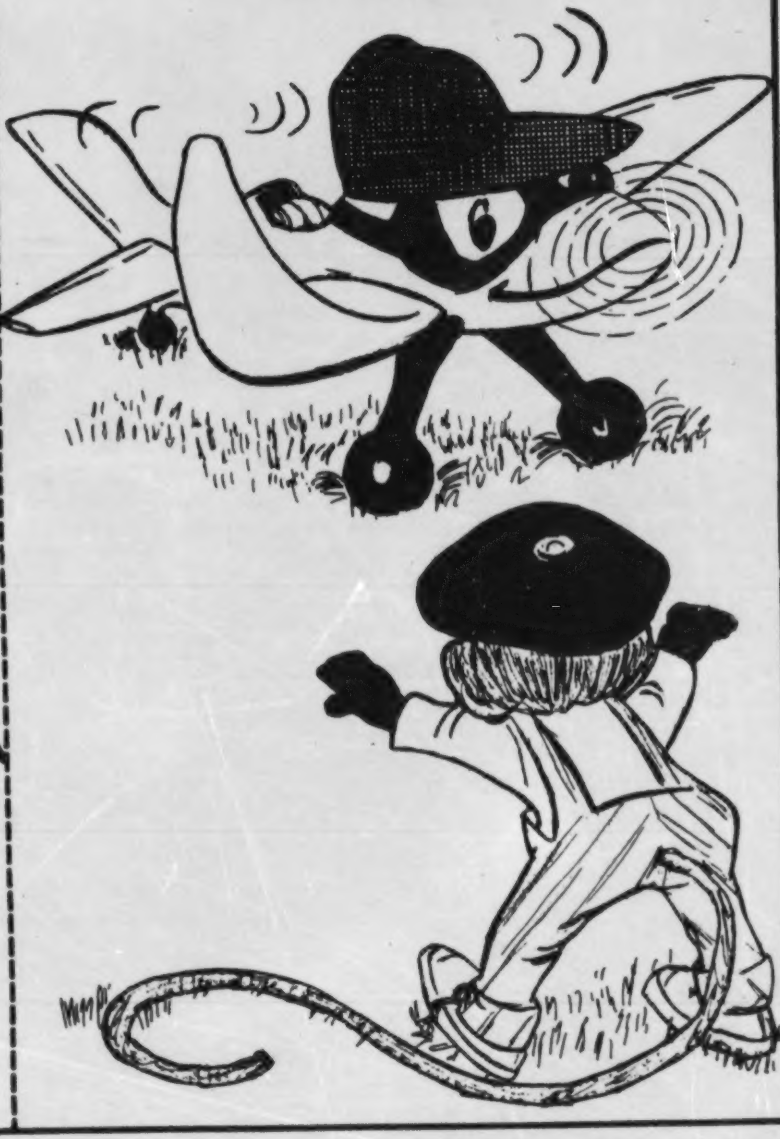

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Kit 12, Suplemento

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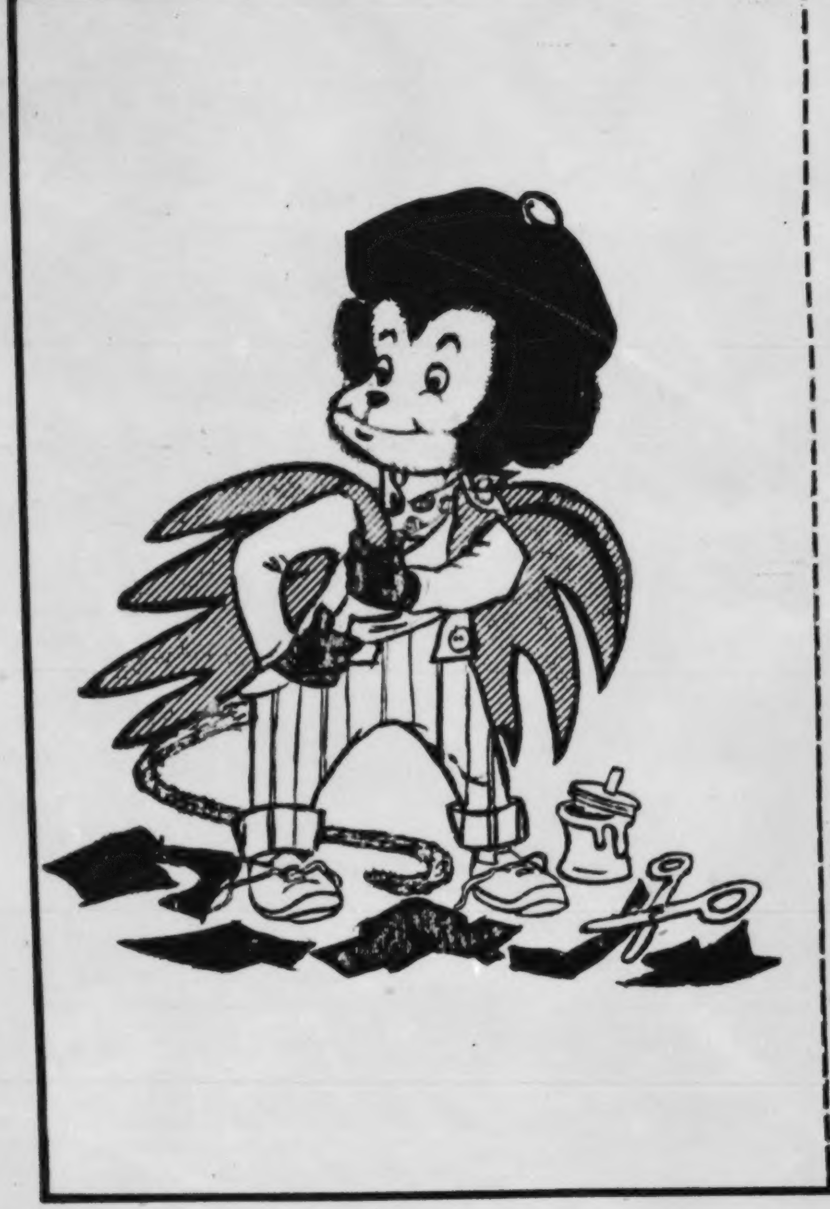

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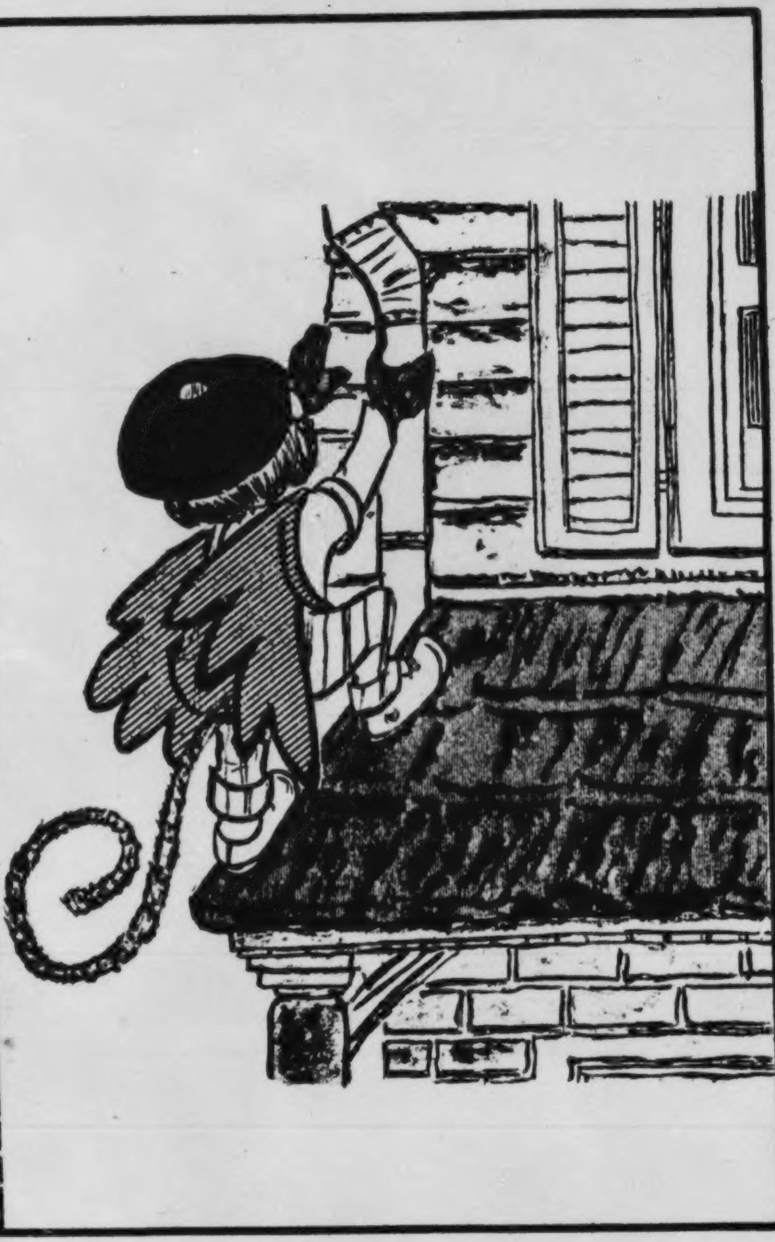

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Kit 12, Suplemento

Para usar con Spanish SL Strand

UNIT 3 KITS 9-12

SPANISH SL STRAND

DITTO PACKET

DISSEMINATION CENTER FOR
BILINGUAL BICULTURAL EDUCATION
6504 TRACOR LANE
AUSTIN, TEXAS

Spanish Curricula Development Center
MIAMI, FLORIDA

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1974

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Education Service Center, Region XIII
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Spanish Curricula Development Center
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PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción del SCDC, a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instrucción de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Conjunto de dittos revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, el Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Conjunto de dittos revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level, and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Ditto Packet incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban background, as well as children representing a wide range of other Spanish-background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Ditto Packet will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

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INTRODUCCIÓN

Este Conjunto de dittos revisado contiene los modelos de las copias maestras de ditto para hacer reproducciones múltiples de los materiales visuales y de las hojas de tareas individuales correspondientes a las actividades de los distintos hilos de instrucción y de evaluación. Con cada copia maestra de ditto se incluye el original del cual fue hecha para que el maestro pueda hacer copias maestras adicionales si así lo desea.

En general, las hojas de trabajos individuales serán presentadas bajo la supervisión del maestro y no como trabajos independientes.

En algunos casos el maestro puede encontrar que el refuerzo que ofrecen las copias maestras ditto es insuficiente y puede preparar materiales adicionales. En otros casos, el maestro puede considerar que sus objetivos pueden alcanzarse con más eficacia en otras formas diferentes a las predeterminadas en las hojas de trabajos individuales.

Colaboraron en la confección de las ilustraciones las señoritas Adelfa Cantelli y Nanette González, las señoras Irma Laucirica y Rose L. Nash y el señor Paulino Fernández.

INTRODUCTION

This revised Ditto Packet contains ditto masters for making multiple copies of visuals and individual seatwork sheets for the different instructional strands and assessment activities. Accompanying each ditto master is the original from which it was made and from which the teacher may make additional ditto masters if he wishes.

By and large the worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks.

In some cases, the teacher may find that the reinforcement provided through the ditto sheets here presented is insufficient and will wish to prepare additional practice materials. In other cases, the teacher may consider that his goals can be achieved most effectively in ways other than those implied by predetermined worksheets for each pupil.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Nanette González, Irma Laucirica, Rose L. Nash and Paulino Fernández

Carmen Otero
Chairman Kit Manufacture

KIT 9

(Pages 1-11)

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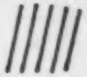
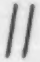
 menos  es igual a ☐

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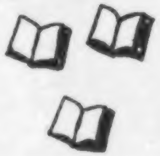 menos es igual a ☐

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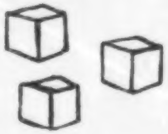
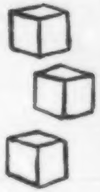
 menos  es igual a ☐

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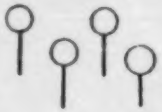
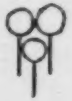
 menos  es igual a ☐

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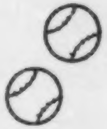
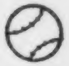
 menos  es igual a ☐

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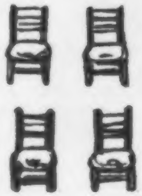
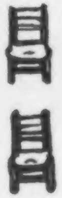
 menos  es igual a ☐

$4 - 2 = \square$

Kit 9, Conjunto de dittos

Para usar con Spanish SL Strand

Popa

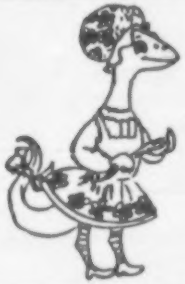
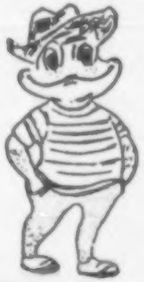
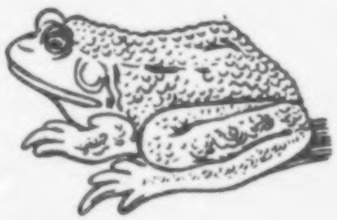
Sapo

Saso

1

Saso	Popa sapo Saso	Popa	sapo Popa Saso	sapo	Saso Popa sapo

2

	sapo	Saso	Popa
	Saso	Popa	sapo
	Popa	sapo	Saso

pasa

a

Sapo

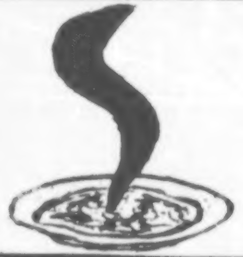
Saso

la

sopa

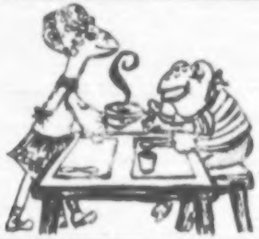
Popa

1



Popa sopa sapo Saso

2

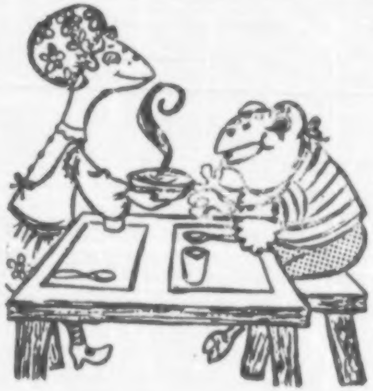


Popa pasa la sopa.

Saso pasa la sopa.

3

Pasa la sopa.



P___ la s___.

Para usar con Spanish SL Strand

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Kit 9, Conjunto de dittos

Popa.

Popa pasa.

Kit 9, Conjunto de dittos

Para usar con Spanish SL Strand

Popa pasa

CÓRTESE POR AQUÍ.

A

la sopa.

PÉGUESE POR AQUÍ.

A

Popa pasa

CÓRTESE POR AQUÍ
B

PÉGUESE AQUÍ
B

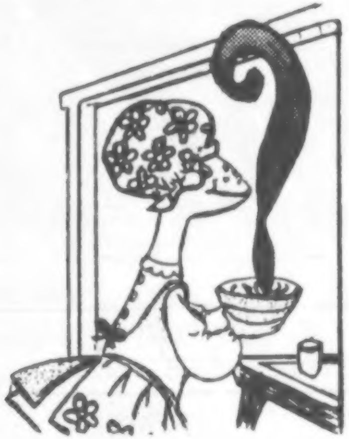
la sopa a

CÓRTESE POR AQUÍ
C

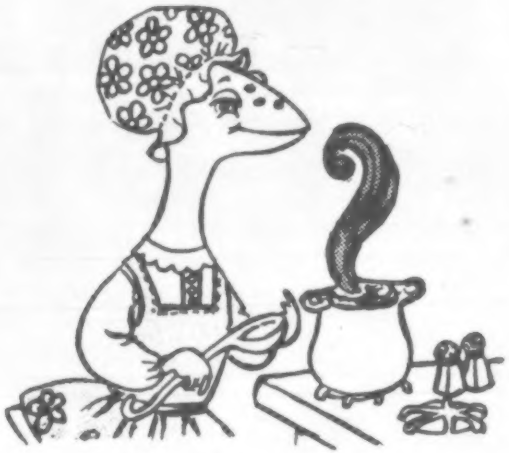
PÉGUESE AQUÍ
C

Sapo Saso.

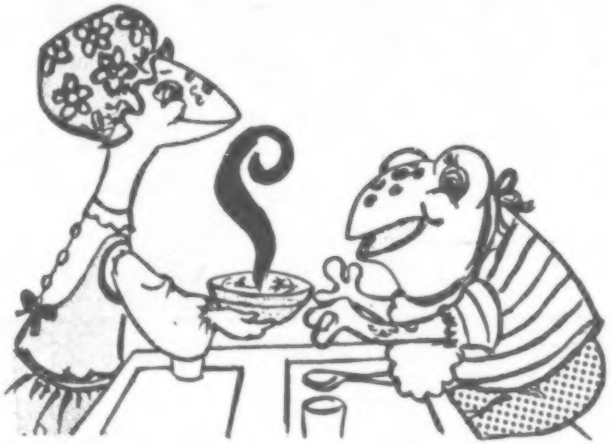
Nombre ____________________ **Fecha** ____________________



Popa pasa la sopa.



Popa



Popa pasa la sopa a Sapo Saso.

Para usar con Spanish SL Strand

Kit 9, Conjunto de dittos

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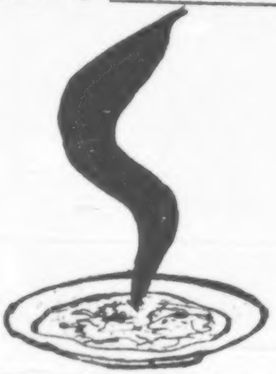

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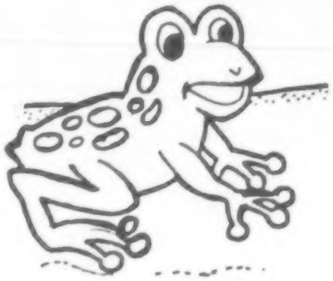

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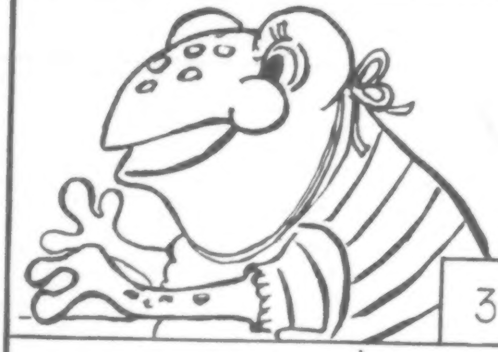

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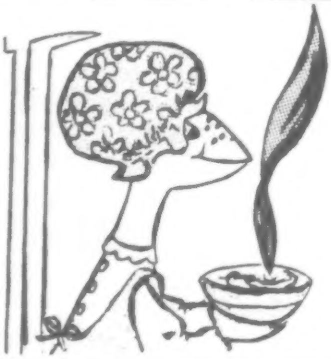


4

sapo

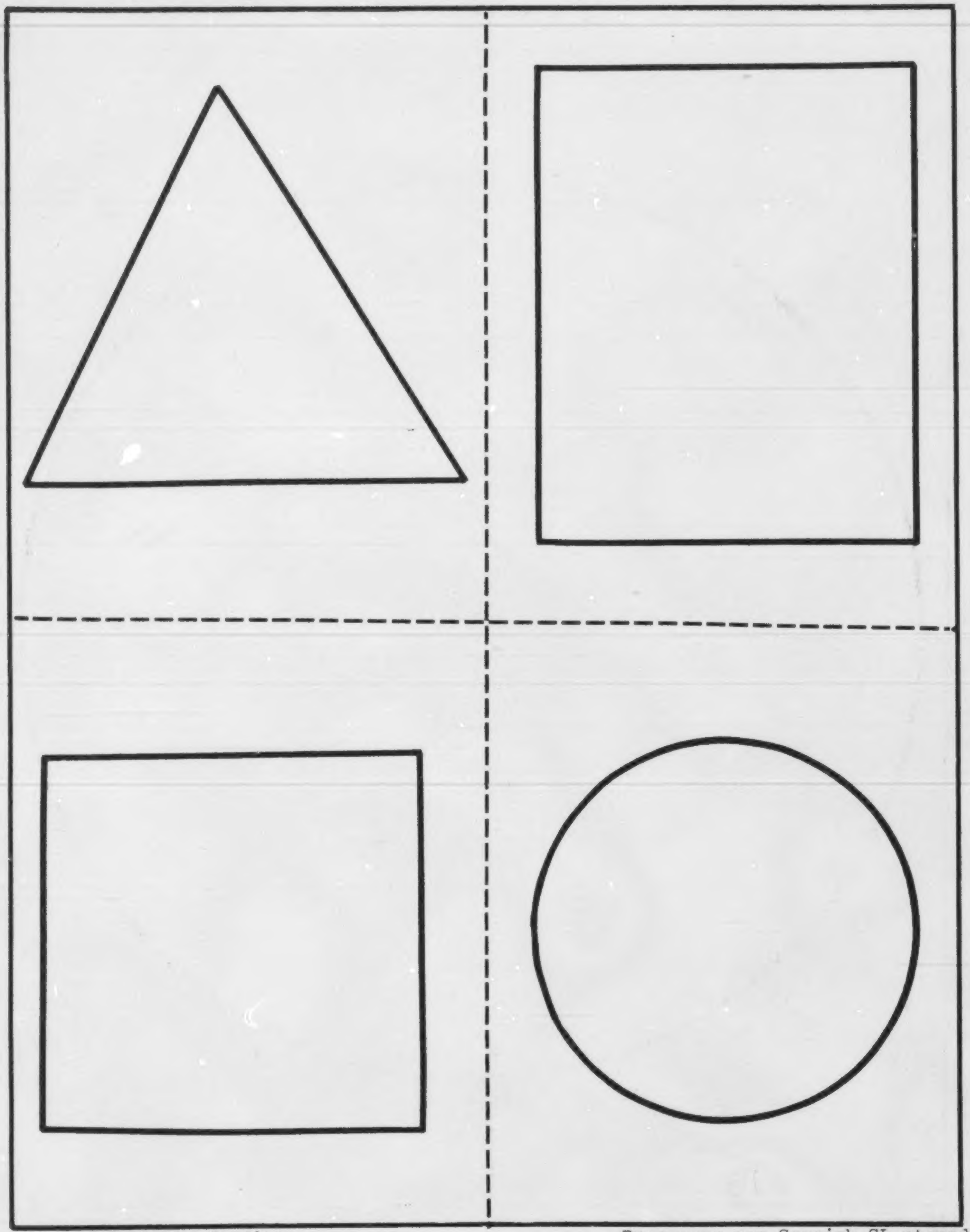
sopa

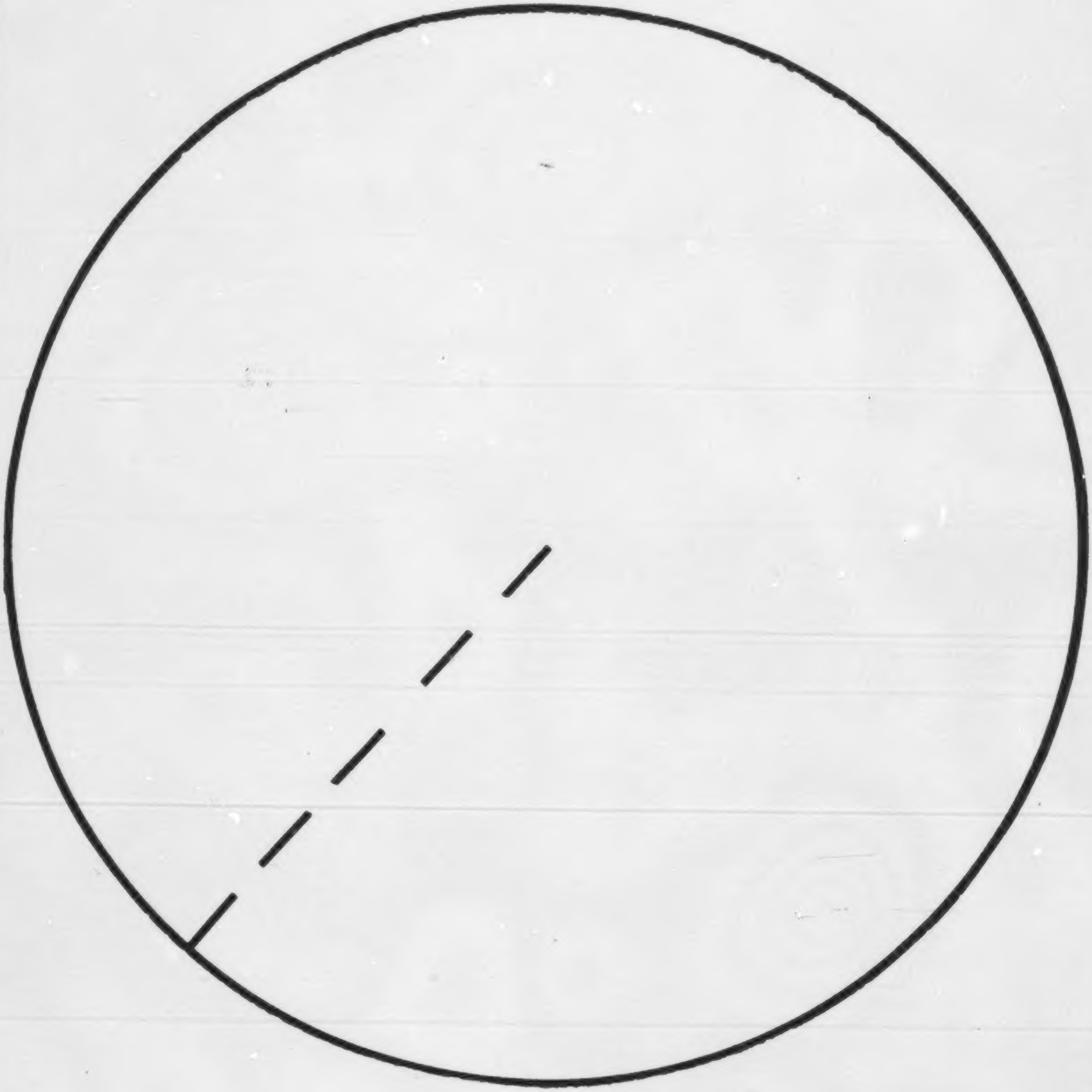
Popa

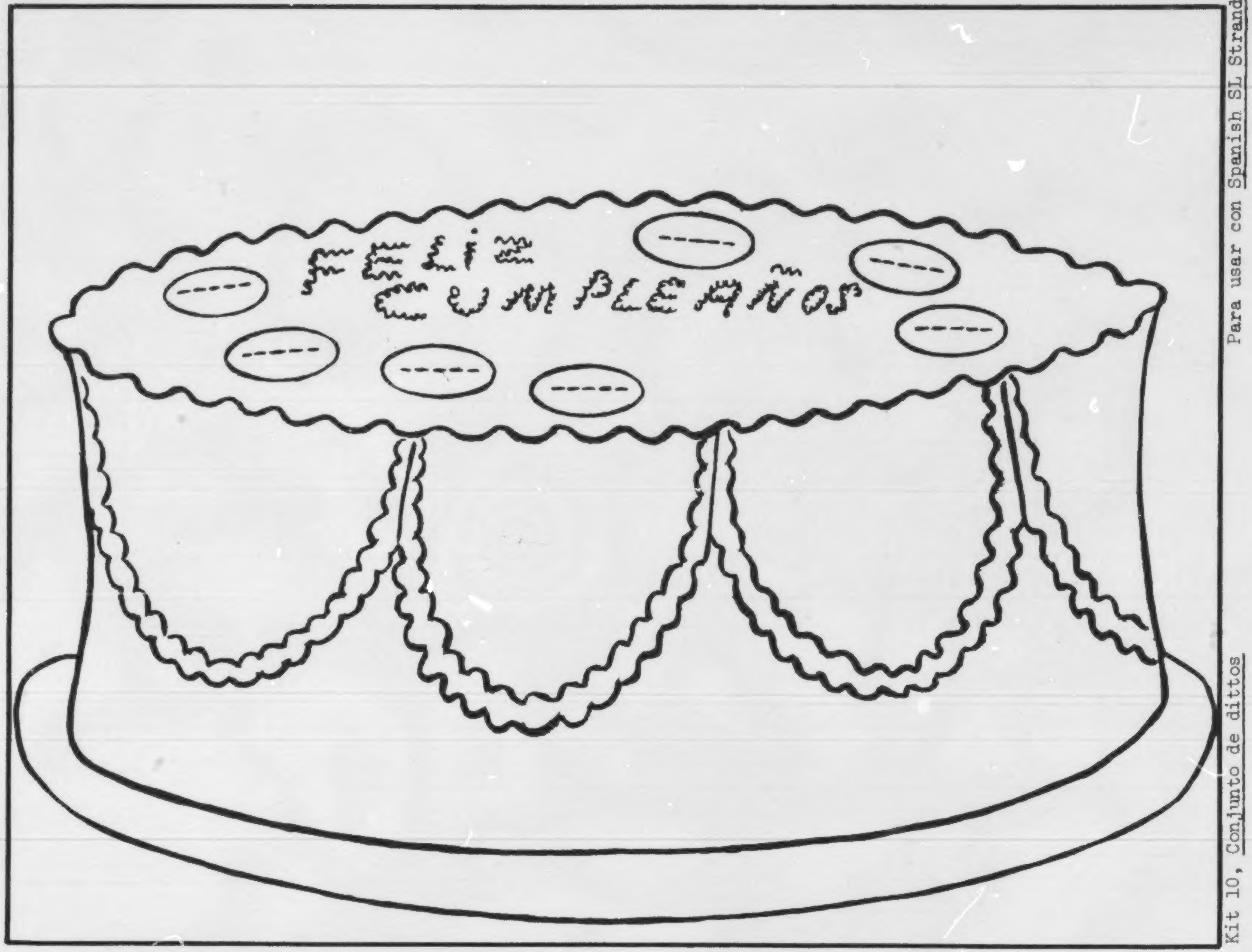
Saso

KIT 10

(Pages 12-24)

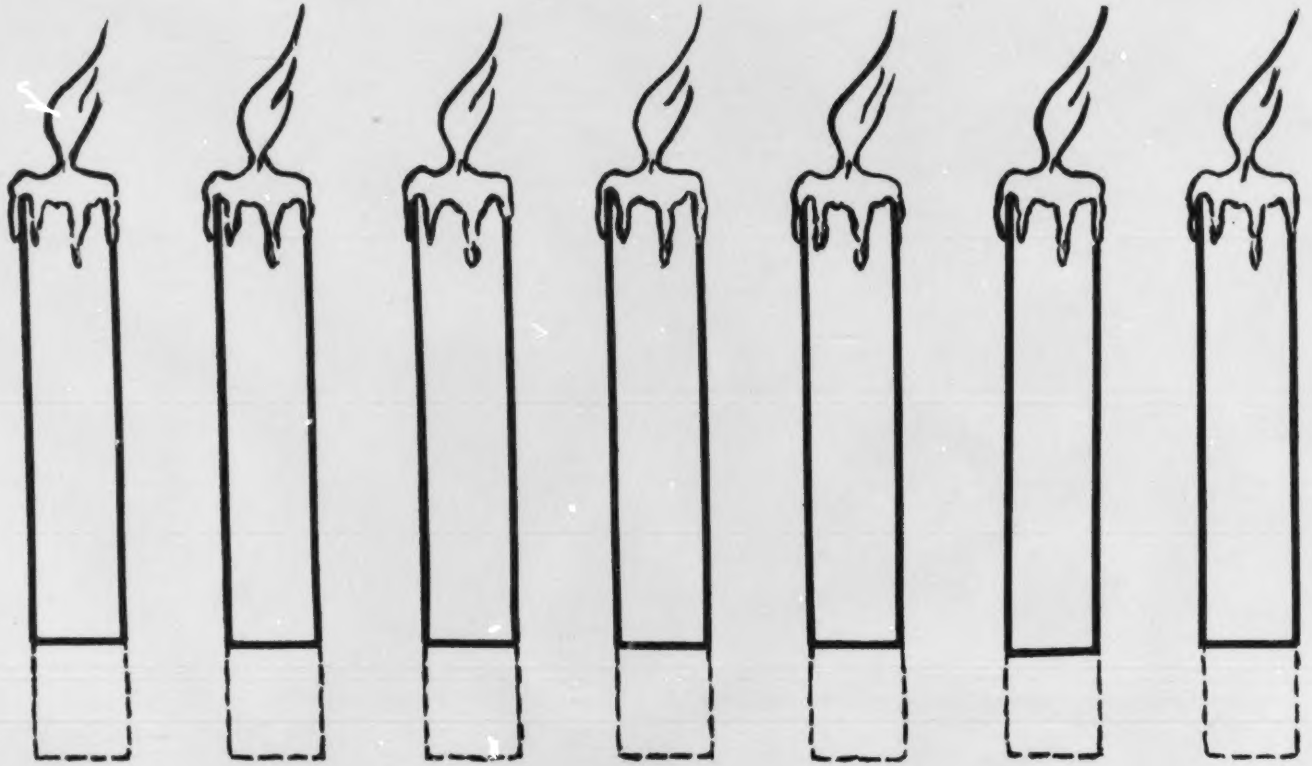





FELIZ
CUMPLEAÑOS

Kit 10, Conjunto de dittos

Para usar con Spanish SL Strand



El palo de Popa

El palo de Popa

El palo de Popa

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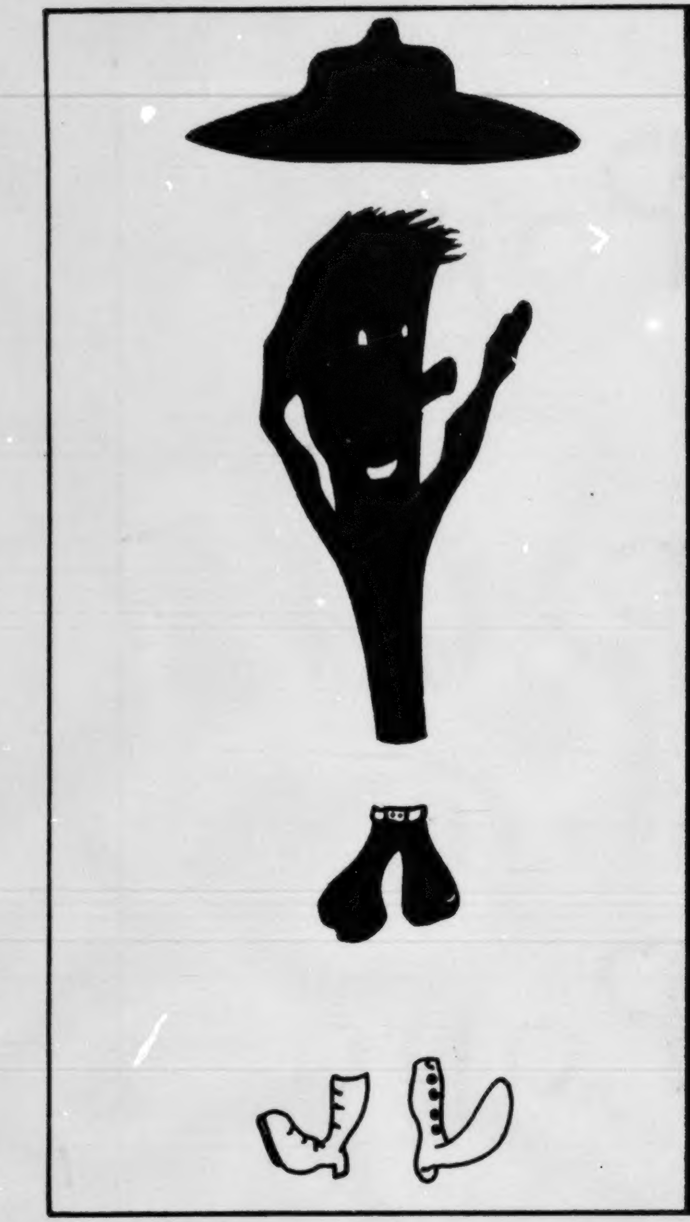
Kit 10, Conjunto de dittos

Para usar con Spanish SL Strand



Kit 10, Conunto de dittos

Para usar con Spanish SL Strand

toca

la sopa

Saso

el palo

le

de Popa

Kit 10, Conjunto de dittos

Para usar con Spanish SL Strand

Salta

El palo

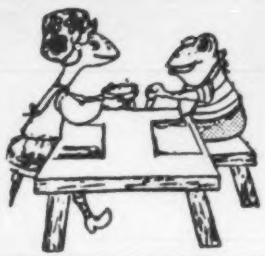
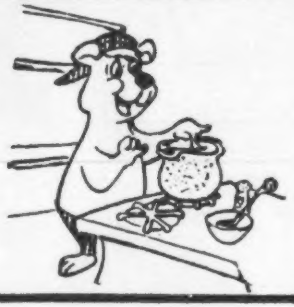
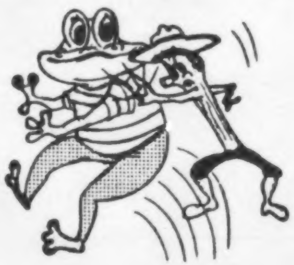
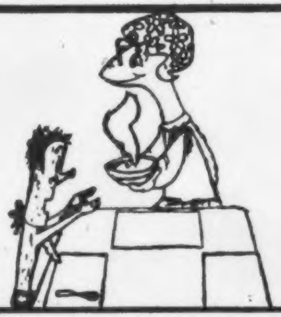
Salta

Sapo Saso

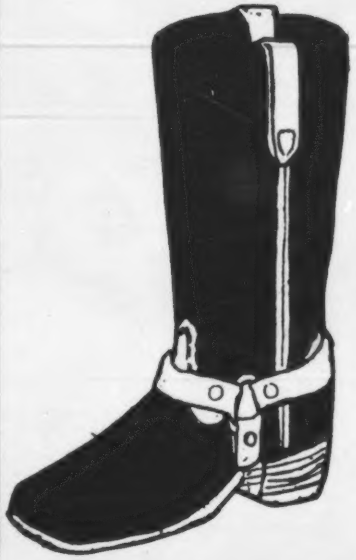
da

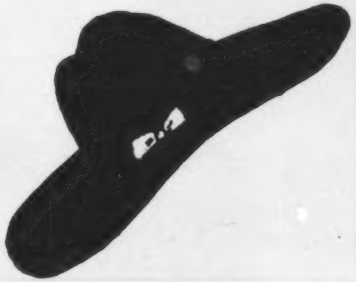
a

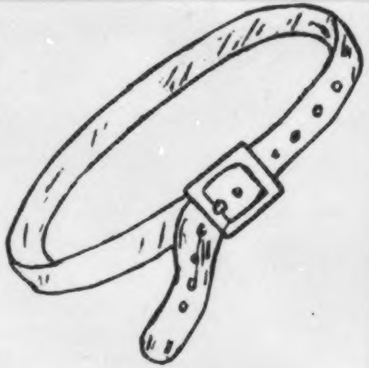
Sapo Saso

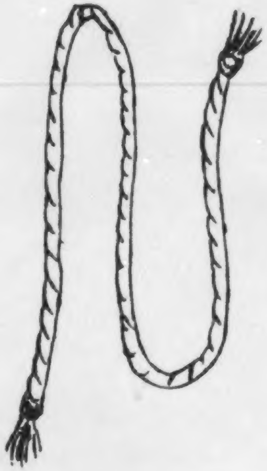
	Popa le da sopa a Saso. Saso toca la sopa.
	Oso Tato toca la sopa. Salta Oso Tato.
	Oso Tato toca la sopa. El palo le da a Saso.
	Popa le da sopa al palo. Salta Sapo Saso.

Nombre ______________________________ Fecha ____________________









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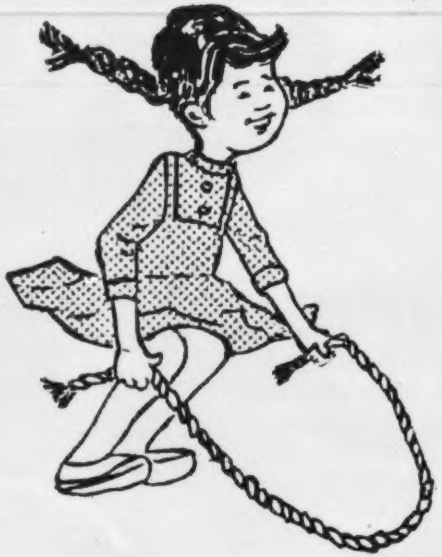
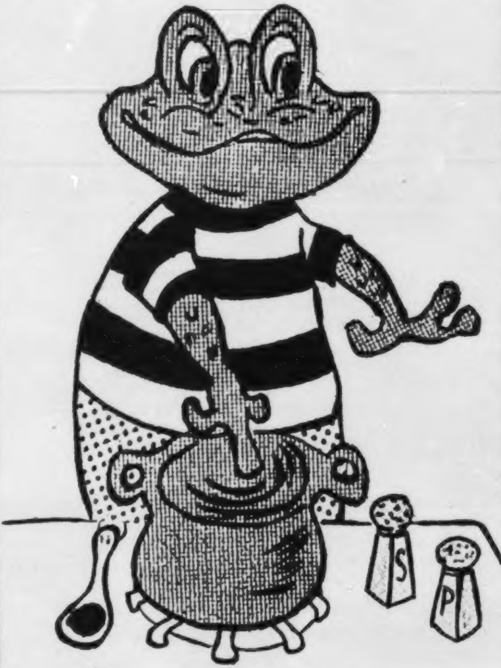
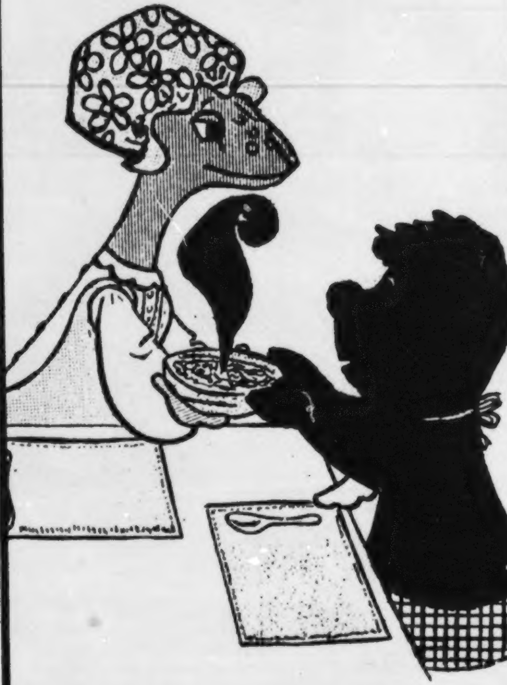
Nombre ______________________________ Fecha ______________________________







Para usar con Spanish SL Strand

Kit 10, Conjunto de dittos

Nombre: ______________________ **Fecha:** ______________________

Popa le da sopa a Saso. ☐

Salta el palo de Popa. ☐

Popa le da sopa al palo. ☐

Kit 10, Conjunto de dittos

Para usar con Spanish SL Strand

KIT 11

(Pages 25-34)

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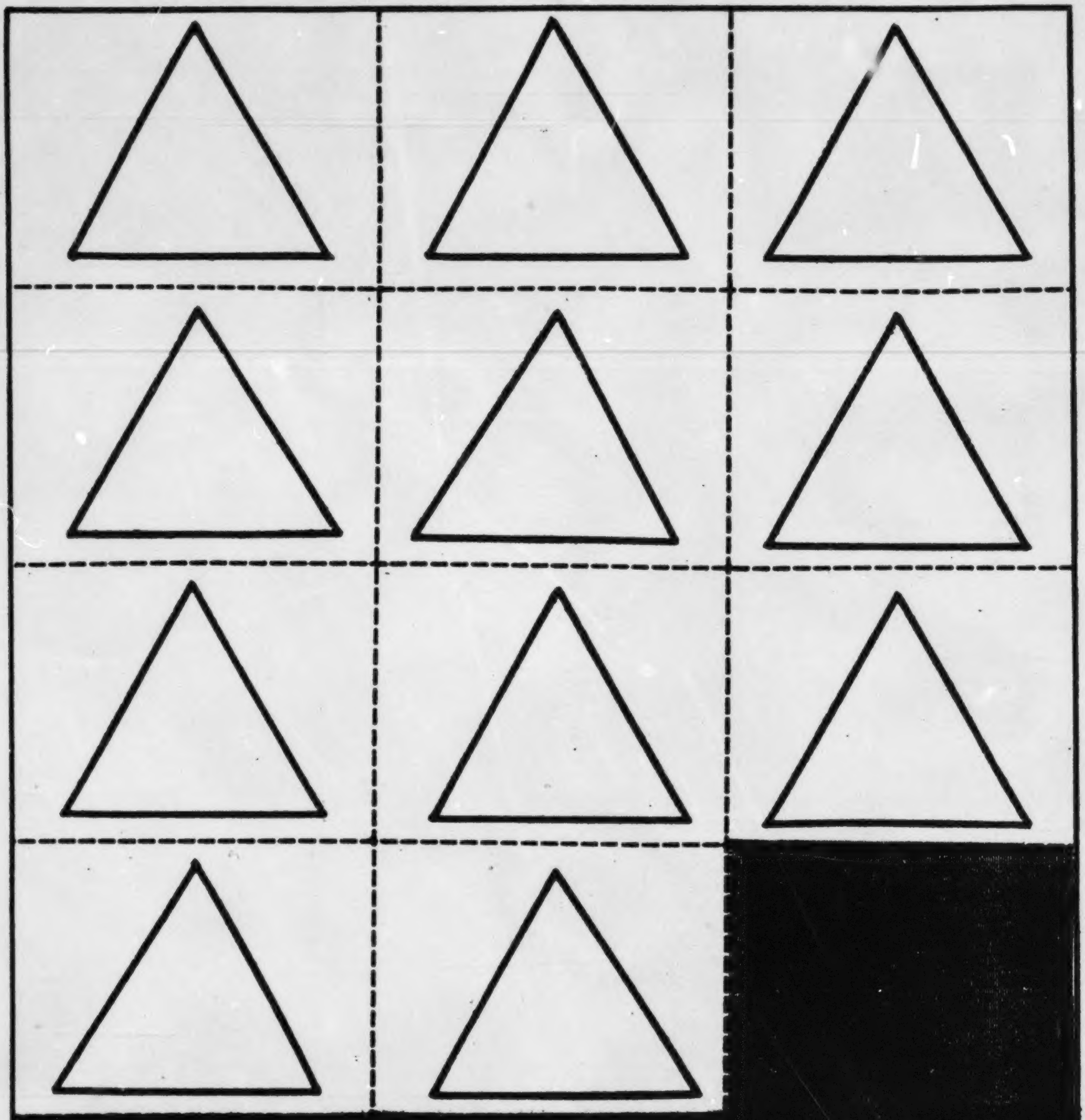
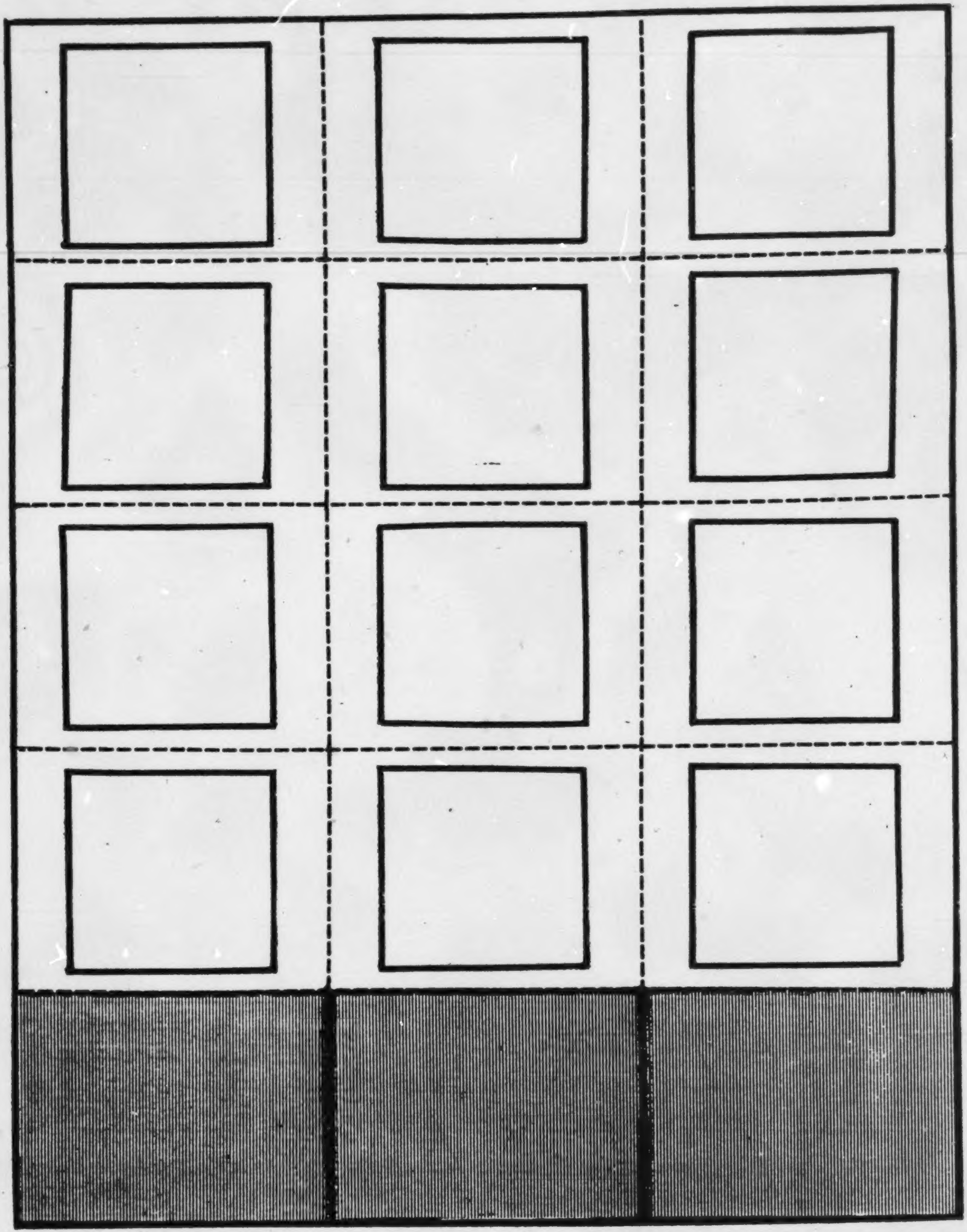
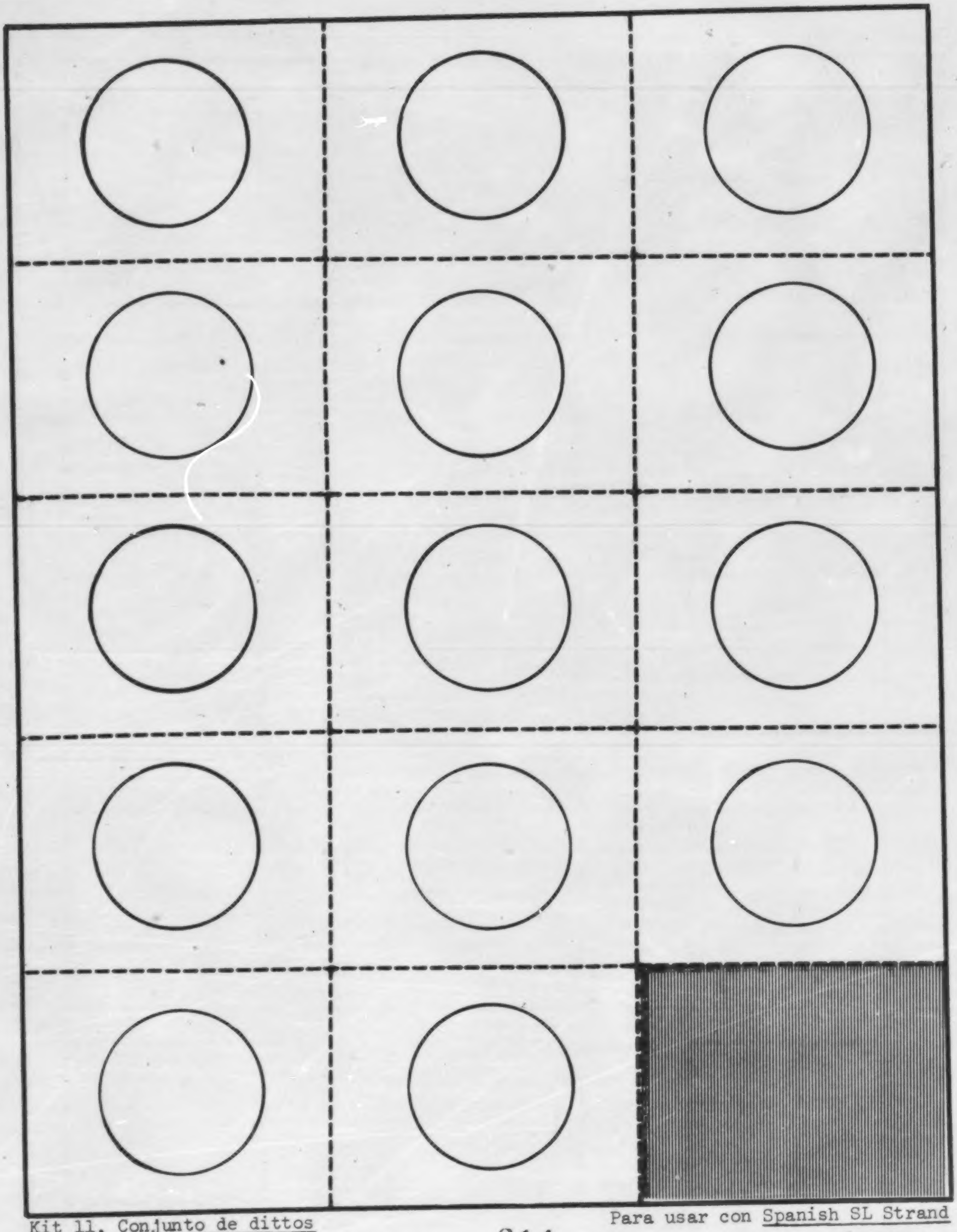
11	12
13	14
15	







Oso Tato

salta

a

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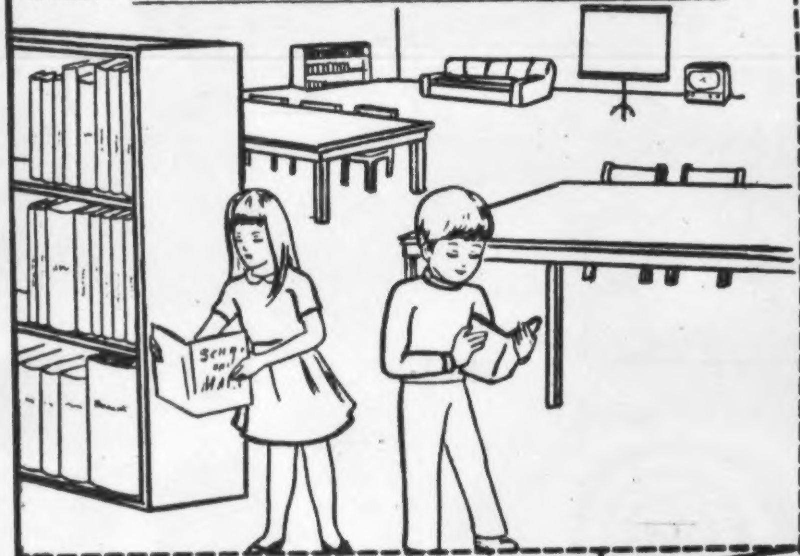
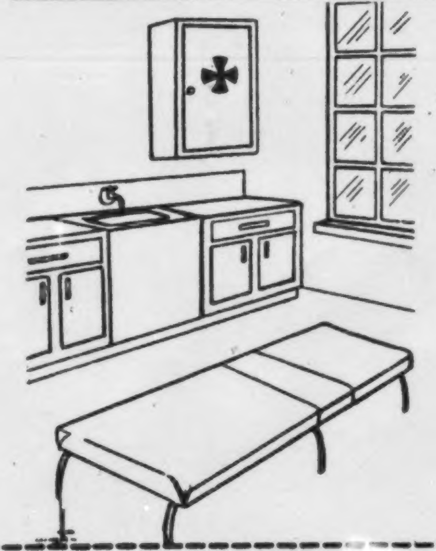
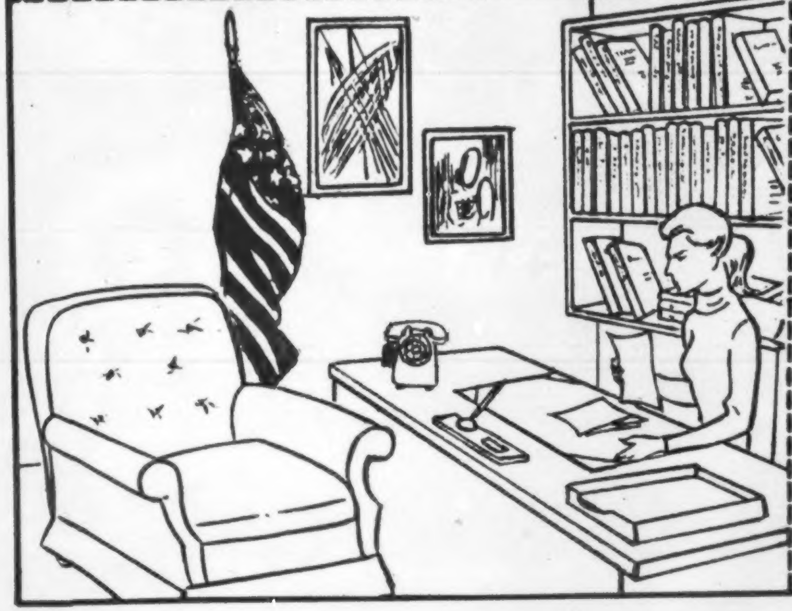
rompe

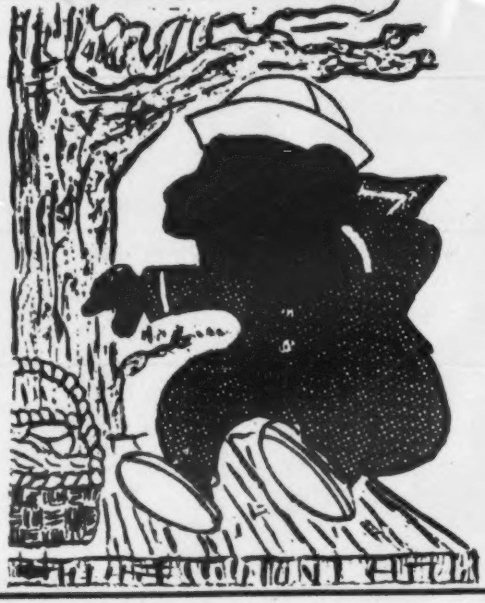
Nombre ______________________________

Fecha ______________________________









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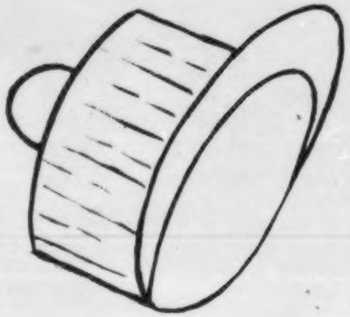
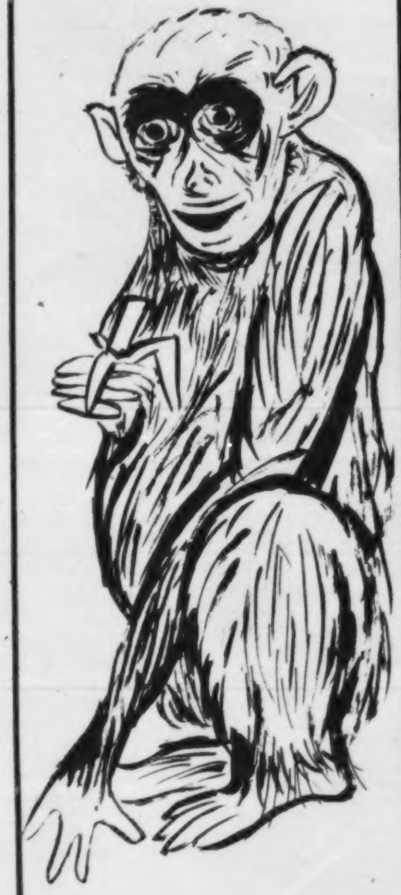
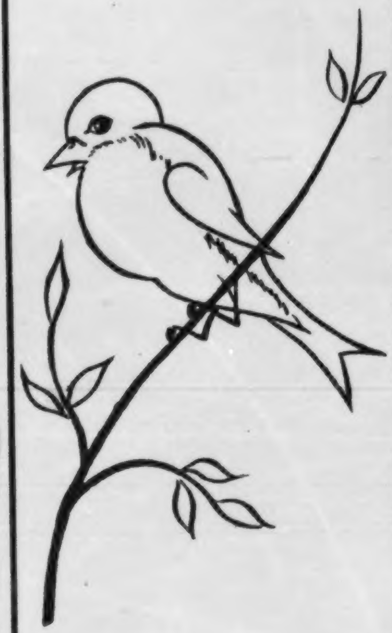
Para usar con *Spanish SL Strand*

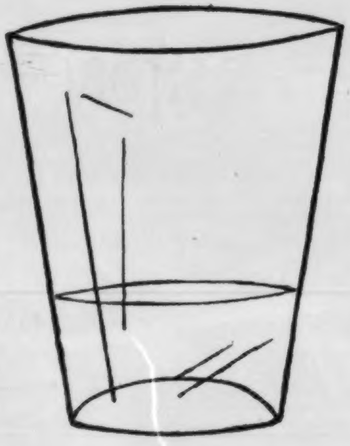
Kit 11, *Conjunto de dittos*

Nombre ______________________ Fecha ______________________









Nombre Fecha

1

Saso come. ☐

La miel está rica. ☐

Popa come. ☐

2

Se cae la miel. ☐

Toca la rama. ☐

Se cae Oso Tato. ☐

3

Se rompe la mesa. ☐

Se rompe la rama. ☐

Saso pasa la miel. ☐

4

Le da risa a Saso. ☐

Oso Tato salta a la mesa. ☐

Le da risa a Popa. ☐

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KIT 12

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18	19
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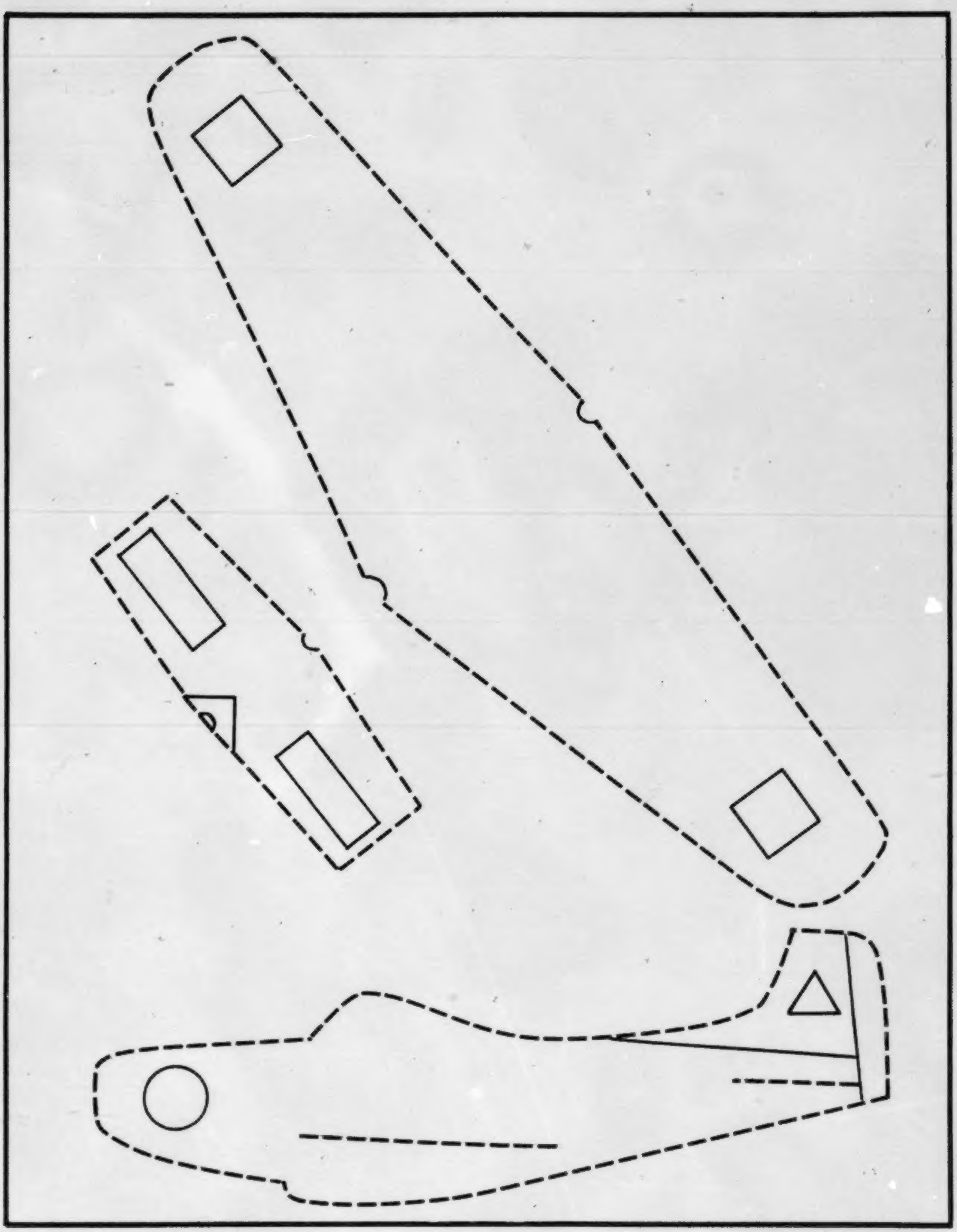


Tiene alas.

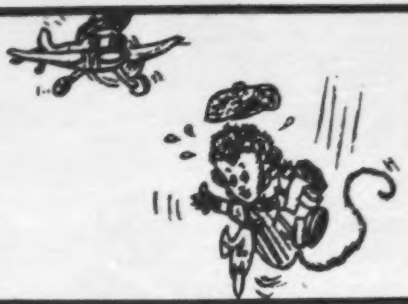
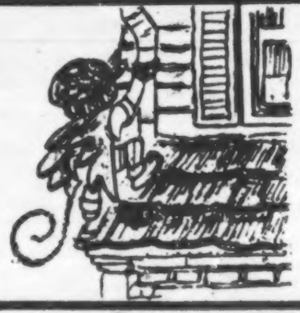
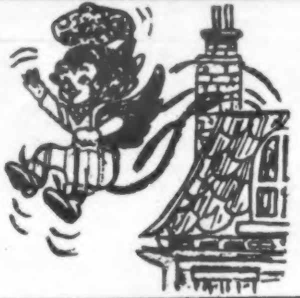
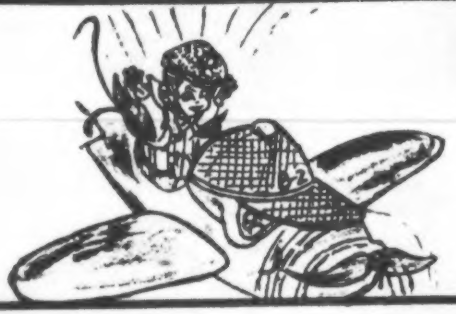
No tiene alas.

quiere

tiene

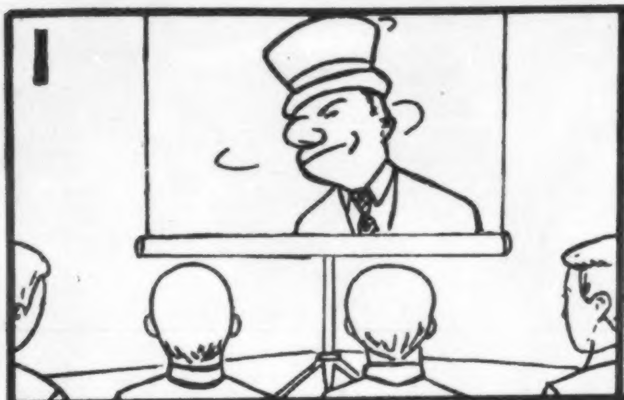
Didi no se las da.

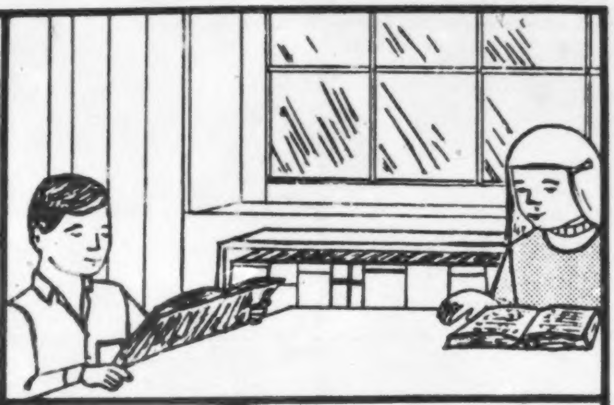
B-2 no se las da.

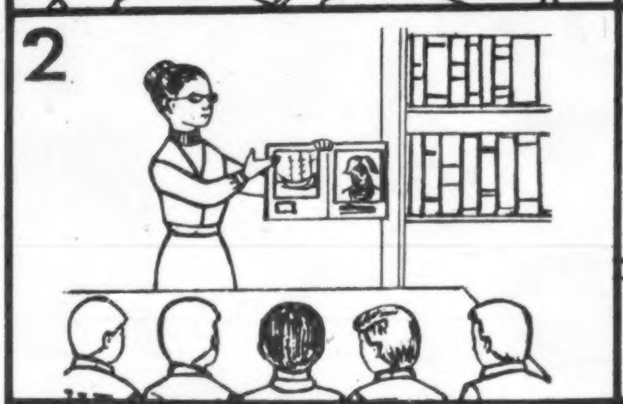
	Nino se cae. B-2 se cae.
	Nino sube a la casa. Boni tiene alas.
	Didi salta de la rama. Nino salta de la casa.
	Nino no está contento. Nino cae en el asiento.

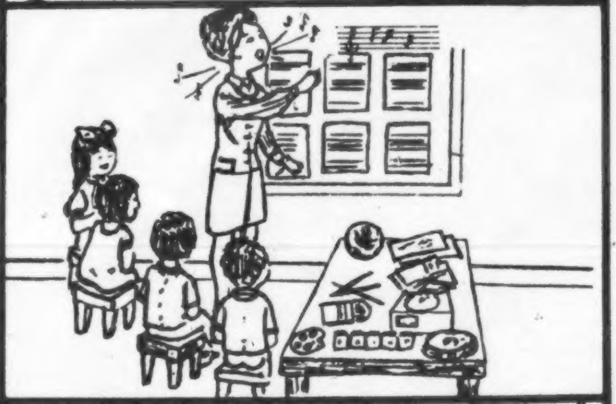
Nombre ____________

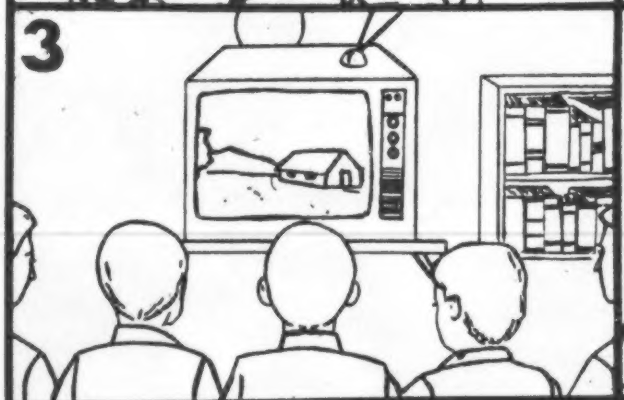
Fecha ____________

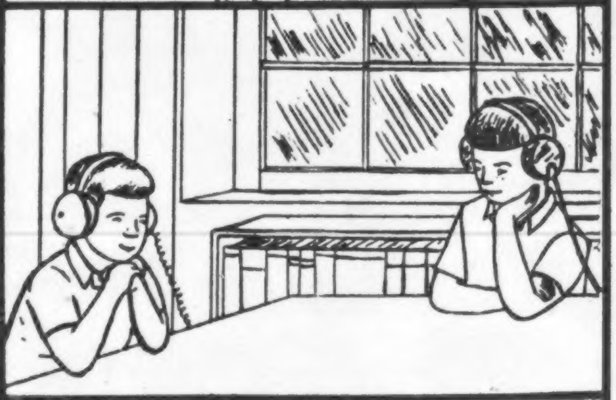


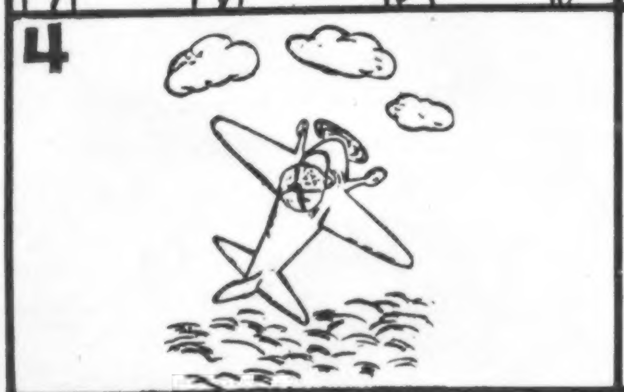


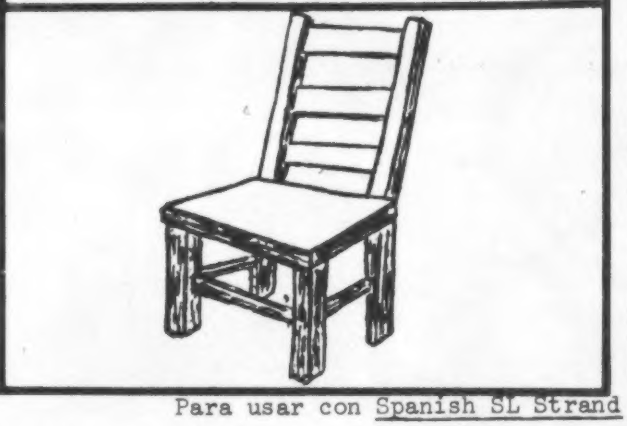


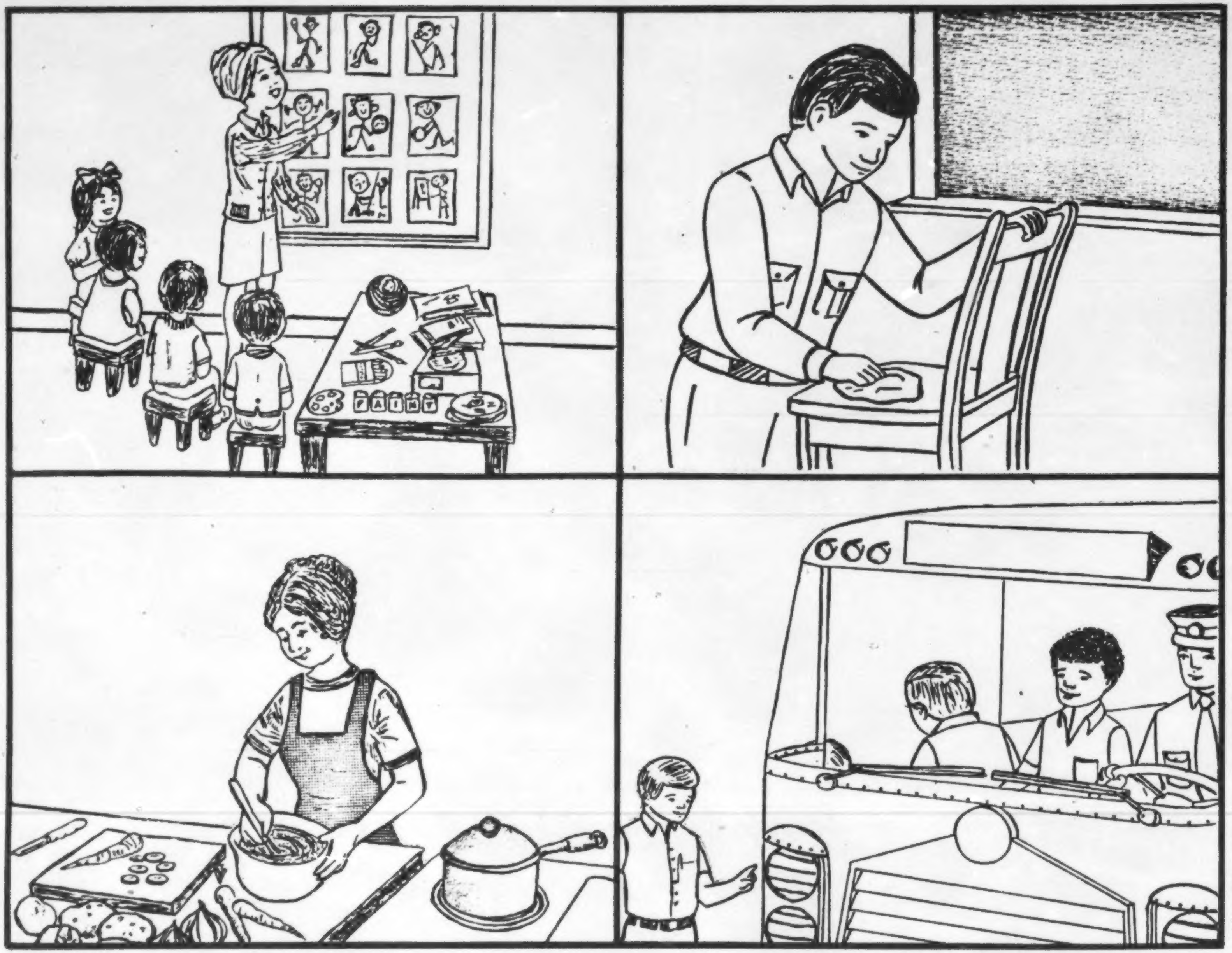












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